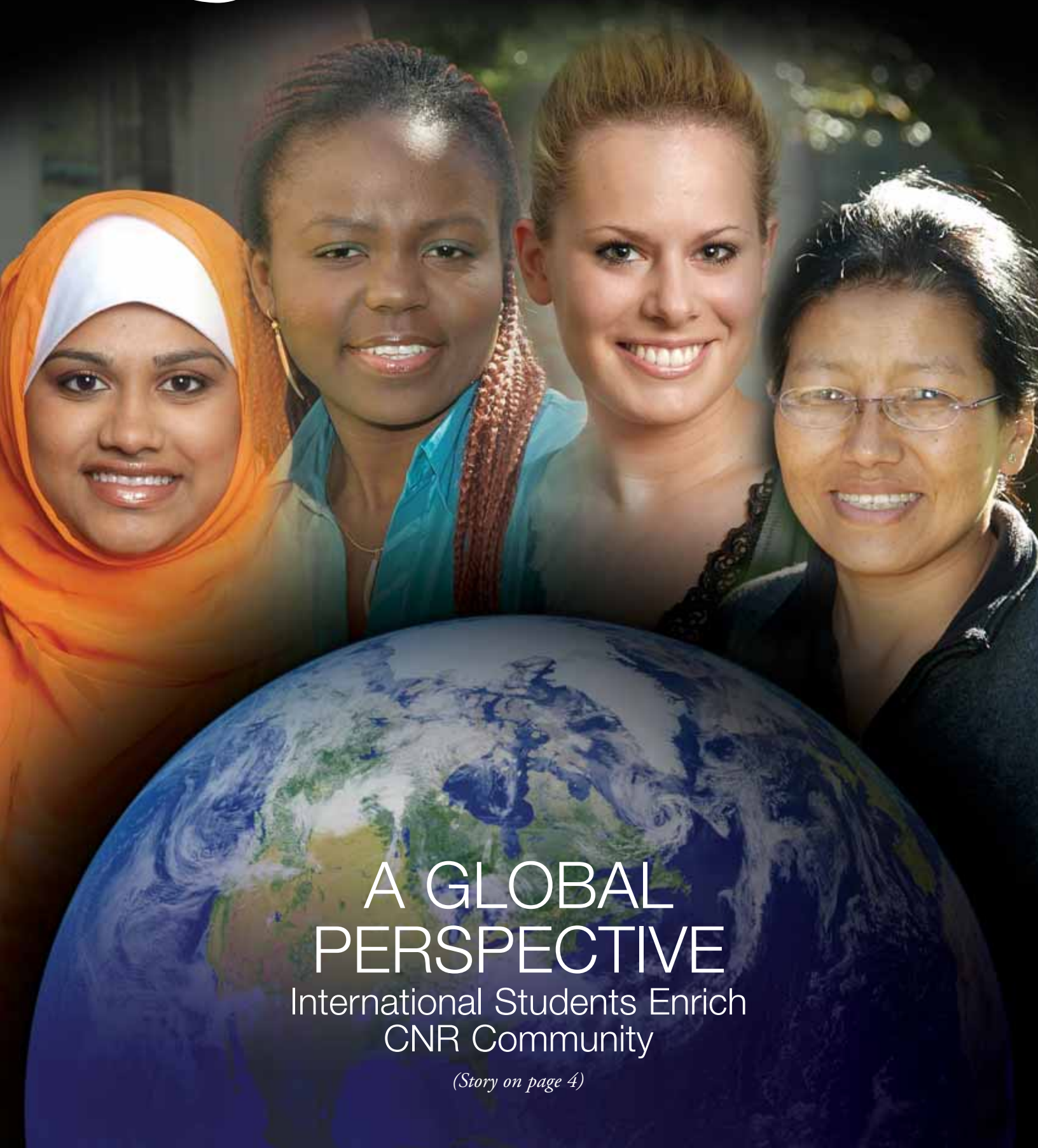


# QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Fall 2009 | Volume 80 | No. 3



## A GLOBAL PERSPECTIVE

International Students Enrich  
CNR Community

*(Story on page 4)*

# QUARTERLY

Fall 2009 | Volume 80 | No. 3

## EDITORIAL STAFF

### Editor

Lenore Boytim Carpinelli SAS'89

### Associate Editor

Irene Villaverde SNR'04, GS'08

### Assistant Editor

Andrea Hindmarsh Fagon SAS'00, GS'09

### Class Notes Editor

Lisa Skelton

### Quarterly Design

Kim Barron

New Leaf Graphic Design

### Contributing Writers

John Coyne

Ann Pepek Morrison SAS'67

Nora Sharkey Murphy

Gary Rockfield

### Photographs

John Coyne

Steve Jordan

Rob Morgan

John Vecchiolla

### Letters to the Editor and editorial correspondence should be directed to:

Lenore Boytim Carpinelli SAS'89

(914) 654-5272

E-mail: lcarpinelli@cnr.edu

### Class Notes columns and correspondence should be directed to:

Andrea Hindmarsh Fagon SAS'00

(914) 654-5285

E-mail: afagon@cnr.edu

### Address updates should be directed to:

Ann Summo

(914) 654-5295

E-mail: asummo@cnr.edu

The diverse opinions expressed in *Quarterly* do not necessarily represent the views of the editor or the official policy of The College of New Rochelle. Copyright 2009 by The College of New Rochelle. Reproduction in whole or in part without permission is prohibited.

QUARTERLY (ISSN 1550-8153) Volume 80, No. 3 Fall 2009 is published quarterly by the Office of College Relations, The College of New Rochelle, 29 Castle Place, New Rochelle, NY, 10805-2339. Periodicals postage at New Rochelle, NY, mailing office. POSTMASTER: Send address changes to QUARTERLY, The College of New Rochelle, 29 Castle Place, New Rochelle, NY 10805-2339.

### Cover Photo:

International students at CNR.  
Photos by John Vecchiolla.



## FEATURES

2

CNR Appoints  
Judith Huntington as  
13th President

4

A Global Perspective

INTERNATIONAL STUDENTS ENRICH  
CNR COMMUNITY

10

Interdependence Day  
WE CAN RUN BUT CAN'T HIDE  
FROM WORLD PROBLEMS

18

Letters Home from Africa

22

Confessions of an  
Inveterate Traveler

24

A Stepping Stone Approach  
to Another Culture

26

Quenching the Thirst for  
a Better Life

CNR & HOPE FOR A HEALTHIER  
HUMANITY BRING HEALTHCARE  
EDUCATION TO THE IMPOVERISHED  
OF LATIN AMERICA

28

Lessons from  
Around the Globe







The School of Nursing is partnering with the Hope for a Healthier Humanity Foundation to bring health care education to the impoverished villages of the Caribbean and Latin America. This year's mission took CNR faculty and students to Choluteca, Honduras. **STORY ON PAGE 26.**

26



18

## DEPARTMENTS

- 31 ALONG CASTLE PLACE
- 39 PHILANTHROPY NEWS
- 42 ALUMNAE/I ON THE MOVE
- 44 WE REMEMBER
- 22 CLASS NOTES (follows page)



22

## FROM THE EDITOR ...

Genealogy is one of my hobbies. I find it fascinating to trace my family history back to when my great-great-grandparents arrived in this country in the 19th century (I hope to someday go back even further). It's like unlocking a great mystery, following a trail of records and documents back to learn more about who they were and how they lived. They came from Germany, Lithuania, Slovakia, Prussia, and a few other locales to live their lives and raise their families here, and in so doing, added their diverse experiences and varied perspectives to the unique *mélange* that is the United States, as did so many other immigrants of all races and ethnicities.

Today, though the great waves of immigrants of the late 19th and early 20th centuries have slowed and the geographic locations from which those that do come have changed, our country continues to be enriched by those new arrivals, whether they are here to stay or just here temporarily as students or visitors. As Sakina Laksimi SAS'10, studying at CNR from Morocco, says in her profile on page 3, "They should require a passport to travel within New York City – it's that foreign!"

It is fitting then that for this issue of *Quarterly*, we chose an international theme. CNR has long welcomed international students as part of its community, and we profile several of our current international students in the pages to come. The College's first international student was Elizabeth O'Farrell of Ireland, who was the niece of CNR President Fr. Michael O'Farrell and who graduated with the first class in 1908. In the decades since, students have come from all corners of the globe, Cubans and Central Americans, Jewish women escaping Nazism and post-World War II refugees from France and Germany, Kenyans and South Africans, Chinese and Vietnamese.

CNR has also long reached beyond its campus borders with programs and initiatives in many parts of the world. Two current examples are highlighted in this issue – Bridging Cultures, a short-term intensive study abroad program, and the School of Nursing's partnership with Hope for a Healthier Humanity, which is helping to bring much-needed healthcare education to impoverished areas of Central America.

Our graduates have also gone on to work and serve citizens of other countries and we highlight a few of them here. And finally, we enlisted the expertise of our faculty on the subject of global interdependence and the importance of working together to advance our world.

So read on and enjoy!

*Lenore Carpinelli*

Lenore Boytim Carpinelli SAS'89  
Editor




ON SEPTEMBER 10, 2009, THE CNR BOARD OF TRUSTEES VOTED TO ELECT VICE PRESIDENT FOR FINANCIAL AFFAIRS JUDITH HUNTINGTON AS THE 13TH PRESIDENT OF THE COLLEGE. HUNTINGTON WILL SUCCEED PRESIDENT STEPHEN SWEENEY AT THE CONCLUSION OF HIS TERM IN 2011. THE FOLLOWING LETTER FROM BOARD OF TRUSTEES CHAIR MICHAEL N. AMBLER WAS SENT TO ALL FACULTY AND STAFF ON SEPTEMBER 11, 2009.



## CNR Appoints JUDITH HUNTINGTON as 13th President

New President to take office July 1, 2011



One of the most sacred tasks a Board of Trustees is asked to perform is to choose a College President.

In 2008, Dr. Stephen J. Sweeny made known to the College's Board of Trustees his plan to step down from the presidency of the College at the conclusion of his current term, June 30, 2011. After careful consideration, the Board of Trustees elected the next president during its meeting yesterday, September 10. I am extremely pleased to inform you that Vice President for Financial Affairs Judith Huntington will become the 13th President of The College of New Rochelle on July 1, 2011.

In facing squarely its responsibility to provide the best possible leadership for the College, the Board asked the Executive Committee to take responsibility for the search for the new president. Providing effective leadership for the College, based on both respect for the founding principles of the College's Mission and dedication to moving the College toward an expanded and prosperous future, was the focus of the Executive Committee's activities during the months following Dr. Sweeny's announcement. The Committee identified the ideal candidate as Judith Huntington and the full Board concurs.

In selecting Judith Huntington as President, the Board of Trustees recognizes her extensive experience in college administration, her enthusiastic commitment to the Mission and core values of the College, and her financial acumen and strong administrative skills. She is known as a supportive, visionary leader who demonstrates an appreciation for the work of the faculty and staff and who thinks strategically, effectively balancing competing interests. In its choice, the Board sought a person of compassion, committed to social justice, who understands the benefits and challenges associated with urban education and appreciates diversity with a particular sensitivity to the educational needs of an adult population. In Judith Huntington, the Board found these qualities in abundance. The Board sought and found a moral leader for our community and an authentic role model with the capacity to serve as the principal animator of a Catholic college shaped in the Ursuline tradition.

Judith joined CNR as Vice President for Financial Affairs in 2001, assuming full responsibility for all fiscal issues involving the College. Her knowledge, intuition, and expertise have proved invaluable as the College, along with other institutions of higher education, faced economic challenges, the enormity of which has not been seen in decades. Through her stellar financial leadership, The College of New Rochelle has remained not only fiscally sound, but also vibrant and vital.

Judith's experience includes more than 20 years in the financial arena, working with not-for-profits and specializing in higher education. Her clients included Manhattan College, Pace University, Maryknoll Sisters of St. Dominic, Save the Children Federation, and The March of Dimes Birth Defects Foundation.

Inaugurated as the 12th President of The College of New Rochelle in 1997, Dr. Sweeny's stewardship has been marked by a strengthening of the College by growth and expansion and renewal of its sense of mission and identity. During his tenure, he spearheaded renovation of the School of New Resources John Cardinal O'Connor Campus in the South Bronx and oversaw the renovation and technological enhancement of the Mother Irene Gill Library. He led the College's Centennial Celebration in 2004, and that year launched a \$50 million capital campaign, which included the construction of the \$28 million state-of-the-art Wellness Center, opened in spring of 2008. This was supported by a \$4.2 million grant from the State of New York, the first given to an independent institution in the State in a new capital construction matching program. He has tirelessly and effectively promoted the College as a presence in New York City life, in regional accreditation activities, in the national and international independent and Catholic higher education world, and in New York State and Federal public policy formation. We are so much stronger for his 35 years with us and for his almost 14 years as President.

To announce the selection of a president elect 22 months in advance of taking office is uncommon, but we believe that this presents a unique opportunity for a seamless, successful transition. Both President Sweeny and Judith Huntington will continue in their present positions as they work closely together to develop a plan for engaging the College Community toward a common goal of assuring The College of New Rochelle's continued viability and vibrancy through expert and enlightened leadership.

As Chair of the Board, I am pleased to make this important announcement to you. As always, the Trustees actions are guided by unwavering respect for the College and a spirit of responsibility for its continued well-being. I know you join with me in congratulating Judith Huntington on her election and offering her every support as she uses these 22 months ahead to transition to the Office of the President. At the same time, I know you will continue your enthusiastic support of President Sweeny over these next two years as he continues his leadership of the College. I am confident that this special university community will make full use of this unique transition time and situation for the benefit of our beloved College of New Rochelle.

Sincerely,



Michael N. Ambler  
*Chair, Board of Trustees*





# A Global Perspective

## International Students Enrich CNR Community

For students of many nations, eager to explore the world beyond their own familiar borders, CNR has always been a uniquely compelling destination.

And the CNR Community benefits in return, from their fresh outlook and adventurous spirit. Here we share the stories of a few of our international students.

### SAKINA LAKSIMI

School of Arts & Sciences

For Moroccan-born Sakina Laksimi, the thought of four years away at college half a world away from her home was no big deal. She had, after all, been in boarding school in one country or another since she was eight – a tiny traveler, a young citizen of the world, an independent child.

As high school graduation neared, she was looking forward to starting a new phase of her life near the place she had dreamed of for so much of her young life: New York City.

“I used to watch a lot of movies when I was little, especially when I was in boarding school in Cyprus, and they always seemed to be about New York City. I would watch and think, ‘Oh, that’s where I want to live some day.’”

So when she started to research colleges, she only applied to those in and around New York City and chose CNR, “the closest I could get without actually living in the City.”

Then, with graduation from the American School of Tangier only weeks away, a tragic turn put an end to her plans. As it is with teenagers everywhere, the celebrations surrounding graduation often involve parties and speeding cars and, all too often, tragedy. For Sakina, that combination resulted in a near-fatal accident that broke her spine and paralyzed her legs.

A former athlete who captained the basketball team, ran track, and practiced martial arts, Sakina expected to take just

a year off to recoup and, hopefully, regain some mobility, but numerous surgeries, long hospital stays, and related illnesses took more than two years of her life – and her plans for school in the U.S. – from her.

It’s sometimes said that only those able to handle the greatest challenges are asked to do so, but Sakina balks at hindsight. “I think you can go crazy thinking about those things. I’m not one to dwell on problems. Obviously, there are times I get upset and sometimes the whole situation just sucks, but it’s so much better to use that energy to go forward.”

True to that philosophy, in January 2006, two and a half years after the accident, Sakina finally arrived at CNR, maneuvering the campus in a wheelchair. Two years later, the wheelchair was all but replaced by crutches and leg braces.

“It’s a hundred times harder to try to do it on your legs. But with time, it gets easier, and you’re able to go forward. Still, I’m always ten minutes late for stuff. I always think it’s going to take less time to get somewhere than it actually does. My mind has still not caught up with the fact that I can’t run across campus.”

A political science and communication arts (film) double major carrying a 3.9 GPA, Sakina credits CNR’s relatively small size and intimate environment for encouraging students to seek out what lies beyond the campus.

“If I had chosen a huge, self-contained school, I’d never have left campus, never discovered the city, never learned how to travel around on my own, never done all the things that were really wonderful. That’s what CNR does for you. It



"I used to watch a lot of movies when I was little, especially when I was in boarding school in Cyprus, and they always

seemed to be about New York City. I would watch and think, 'Oh, that's where I want to live some day.'"

gives you enough freedom to do what you need to do and a home base to come back to when you're done."

Still, Sakina makes the most of every opportunity to become involved on campus as well. During the 2008 presidential election, she was passionate in her drive to push fellow students to register and vote, even though as a foreign citizen, she could not. She took leading roles in two of CNR Drama's theater presentations: as Antigone in a dramatic reading of the play and as Audrey, the giant carnivorous plant in *Little Shop of Horrors*. Last year Sakina added a directing role to her acting credits when she completed a documentary for film class that chronicled her life, from the rigors of daily physical therapy to her travels to New York on public transportation.

It was one such trip to the American Museum of Natural History that sparked Sakina's interest in anthropology, a field in which she plans to earn her Ph.D. Looking forward – "always forward" – Sakina has begun applying to graduate programs at Ivy League schools.

Although she has not returned home to Casablanca since arriving at CNR, she sees her parents during their annual



visits. Still believing herself to be "a citizen of the world," Sakina's love for the vibrancy and international population of New York City is as strong as ever ("They should require a passport to travel within New York City – it's that foreign!"). And although she does admit to increasing twinges of homesickness ("It seems the farther away I've traveled, the more homebound I feel"), after graduation this May, "I'll live here in the States." ■

## JELENA KRSTIC

School of Arts & Sciences



Americans may complain about Bush or Obama, but imagine being ruled by "The Butcher of Belgrade."

As Jelena Krstic was growing up in Serbia, her nation's leader at that time – the notorious Slobodan Milosevic – was busy waging war against neighboring Bosnia and Kosovo. While she says the violence at first did not hit home, "economically it was a very hard time for us, with the international sanctions."

And when those sanctions failed to stop The Butcher's "ethnic cleansing," the NATO bombers appeared over Belgrade.

"I was looking out our apartment window that night and actually saw the first explosion," Jelena recalls. With the U.S.-backed attacks pounding Serbia's capital through that spring of '99, "as children we had no clue what was going on. We only

knew we were scared."

Now a political science/history major, the aspiring policy analyst and human-rights watchdog has devoted much of her CNR research to her Balkan region's seemingly endless conflicts. She has already learned firsthand the value of freedom, and how easily it can be lost or stolen.

Jelena's parents – her father is a doctor, her mother a Ph.D. chemist – were active in the opposition to Milosevic, even though making a living could be difficult for those not in lockstep with the regime. "Everything was tightly controlled by the government. Trying to introduce different values or opinions was very risky.

"I think," she adds, "that growing up in a family that was very political and aware inspired my decision to seek international education." And her parents were supportive when she enrolled as an exchange student and

(continued on page 6)



## JELENA KRSTIC

(continued from page 5)

took her senior year of high school in New Hampshire.

Living with an American couple and their four children, Jelena found a close friend in the family's teenage daughter. "I also play violin, and everyone in the family was a musician. It was one of the best experiences of my life and made me consider staying in the U.S. for college."

As fate would have it, her godmother in Washington, D.C., just happened to be friends with a CNR grad, who suggested Jelena give the school a look. The deal was sealed when she learned about the College's International Studies Program.

Jelena will finish at CNR this December. Then after graduate school, she might work for the UN or a foreign policy think-tank, but says she feels most drawn to the smaller NGOs (non-governmental organizations) that have boots on the ground in the world's most troubled regions. She has already gained vital internship experience with several as a CNR student. She worked with Human Rights Watch in New York, monitoring the

"I was looking out our apartment window that night and actually saw the first explosion," Jelena recalls. With the U.S.-backed attacks pounding Serbia's capital through that spring of '99, "as children we had no clue what was going on. We only knew we were scared."

treatment of disabled people in Croatia and refugees in Kosovo. She returned to Belgrade with the Helsinki Committee for Human Rights, where she kept an eye on religious persecution, reconciliation efforts, and political trends. "Nationalism is on the rise again in Serbia, which has pro-democratic people very worried." And while in Belgrade, she also helped with a three-month UN study on where to locate The Hague Tribunal Archives – a very touchy subject in the Balkans, as it chronicles the World Court's war-crimes conviction of Milosevic after he was finally overthrown.

Balkan History, we admit, would not be one of Americans' strongest categories on *Jeopardy*. "I've been in situations where I have to do a lot of explaining," Jelena says. "I'm very critical of the bombing but also very critical about what the leader of my country was doing."

She has some critical words for

other nations as well.

"I just went to Eradication of Poverty Day at the UN, listening to speeches about helping the people who are living on less than a dollar a day. But when I walked out I thought about how all this work is not being done, how there is a lot of negotiation but not so much action.

"The more I study, the more skeptical I get. The UN is great, but I think the NGOs and the smaller efforts, coming from within the countries, are where progress will begin. You need to start with the people who are actually affected."

Jelena would also like to understand why nations or ethnic groups commit atrocities against one another and why, in many cultures, does a practice such as female circumcision stubbornly endure. "How do you educate people about such things? Step number one is to work with families and communities. This is where the values start." ■



## SR. ANAMARIA 'ANNET' NANKUSU, RSCJ Graduate School

Despite some progress since the terrible reign of Idi Amin, poverty is still widespread across Uganda. "And I do not have the solution," Sr. Anamaria Nankusu humbly admits, "because I do not have the money.

"The only solution I do see for my people is a quality education for all." And that is why the already experienced teacher and principal is here in America, studying education and psychology.

"The needs of the people impelled me to learn more. My hope is to go back to teaching and counseling, to deal with issues and problems on the psychological level, the moral level."

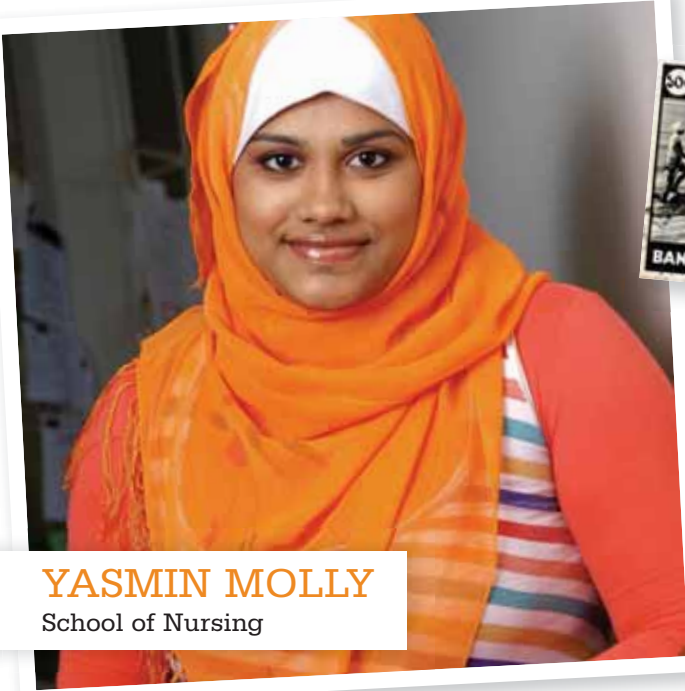
Problems are one thing Uganda has in abundance, as Sr. Anamaria knows from five years as principal at a girls' grade school built by her order, the Religious of the Sacred Heart.

Her first heart-rending challenge, she recalls, "was seeing all the parents struggling to pay the school fees. Another was dealing with all the children from broken homes," victims of Africa's rampaging AIDS epidemic.

"Apart from parents dying, some of the children are afflicted. They need special care and attention," the sister says, "but there are no resources for that." One stubborn obstacle to treatment: "While Uganda has done a lot of education, the stigma is still so great that the







## YASMIN MOLLY

School of Nursing

**H**er first day of school in America was a tough one for little Yasmin Molly. “My second-grade teacher yelled at me because she thought I knew English, and because instead of making eye contact I would look down, as we are taught in my culture.”

But the Bangladesh native, now a CNR nursing major, has never forgotten how much tougher school is for the children back home – if they are lucky enough to be going at all.

In a nation plagued by poverty and monsoon floods, your school might be just a broken-down tin shack. “And I remembered how many children didn’t have backpacks and other equipment, because their parents didn’t have the proper means.”

“My mother didn’t get the opportunity to go to school back home because her family was poor and she was a girl. But after we came here she eventually learned English and found a job. Now she wants to get her GED. So she’s a real inspiration to me.”

So when planning her first trip back last year, Yasmin thought, “If I’m going to go, I want to give something back.” And backpacks, she decided, were that perfect something. “I recalled how my friends had always wanted new ones so badly.”

You know your country’s in dire shape when rock stars hold a benefit for it – like back in 1971, when George Harrison and friends helped raise millions with their famed Concert for Bangladesh. Lacking the star-power of a Dylan or a Clapton, Yasmin’s personal fund drive still was able to net \$445.

“I couldn’t have done it without the help of the trusting CNR Community. First I tried selling candy bars, then I just began asking for donations, emphasizing that anything I collected would go straight to the children, not to some big organization. It simply was me.”

And when she returned to her hometown last December, Yasmin bought the local grade school 100 backpacks, plus pencils, sharpeners, even some tin for much-needed building repairs.

“It broke my heart not to be able to give something to all the children. But when I think of the ones I was able to help, the feeling is indescribable. This experience was so meaningful to me because I could easily have been one of

*(continued on page 8)*

parents do not want it known” they have the disease.

Aware she needed heavy-duty counseling skills to grapple with these issues, Sr. Anamaria eagerly accepted an offer to come study at CNR.

“I am so grateful to the College and to my sisters for furthering my education. Here I’m getting the skills, the experience I can share with our people. And all my teachers are wonderful, fantastic, ready to help. I feel 100 percent it is worthwhile; I am getting wisdom for life.”

She’s also sharing some of that wisdom as a peer counselor with CNR’s Campus Ministry, in Bible study with fellow students, and singing in the chapel choir. That strong religious grounding came from Sr. Anamaria’s parents, who raised her and eight siblings in the village of Kalege.

As the family worked a large coffee plantation, Kalege remained mostly peaceful during Amin’s tyrannical reign in the 1970s. But the village later was devastated, she explains, by the guerilla war of the early ’80s. “People often had to run from their homes and sleep in the bushes.”

The war also laid waste to many of Uganda’s schools. So when a cousin whisked her off to study with the Religious of the Sacred Heart, she quickly felt she had found her place. “As a child I had always wanted to be a nun, was always attracted to that way of life.”

“I am from a collective community, so it took me time to get used to the individuality of the people here in the U.S. And it also was a shock that there are so many different people, from so many cultures. Here we are called on to be one, to be united in our differences.”

The new sister taught in Uganda, learned French in Chad, then took religious studies in Ireland and Rome. “The Irish weather was so cold and damp, but the people were warm and friendly, just like our own back home.”

Along with more cold weather, life in America has offered a few new twists. “I am from a collective community, so it took me time to get used to the individuality of the people here in the U.S. And it also was a shock that there are so many different people, from so many cultures. Here we are called on to be one, to be united in our differences.”

Known as Annet to friends and family, Sr. Anamaria plans to spend two more years at CNR, earning her bachelor’s and master’s before heading back to Uganda.

“I want to be able to advocate for my people and help with their problems, because education is the only way up for them. And God is the one who helps me know, together with my sisters, how to help our people better.” ■

## YASMIN MOLLY

(continued from page 7)

those children, had my family not come to America.”

Yasmin’s father had arrived in the U.S. broke and literally barefoot, after jumping ship in New York City. He eventually was able to send for the rest of the family, and Molly arrived at age 8 as they settled in Paterson, NJ.

“Even at the airport I was amazed – I had never seen people with different hair and eyes. I would see a blond woman and think, ‘She looks like my Barbie doll!’”

Thanks to American TV and an ESL teacher who spoke her native Bengali, by fifth grade the once timid little girl was earning straight A’s. And when a CNR recruiter spoke at her high school, Yasmin liked what she heard. “My own culture places so much emphasis on men. I wanted a place where I could become a strong woman.

“My mother didn’t get the opportunity to go to school back home because her family was poor and she was a girl. But after we came here she eventually learned English and found a job. Now she wants to get her GED. So she’s a real inspiration to me.”

Yasmin also was inspired by the nurses at St. Joseph Hospital in Paterson, where she volunteered during high school and hopes to intern next summer. “I originally wanted to be a doctor, but soon realized I want to be the person at the bedside, making the patient more comfortable and being there for them.

“My background helps me see nursing as a global profession, and my experience at CNR has taught me how big yet how small the world really is. Health is a global issue, and what happens in Africa, China, or India is going to affect the rest of the world. I definitely want to work overseas through the Peace Corps after I have some experience under my belt.”

Another return to Bangladesh is also on Yasmin’s agenda. Her parents have some unused land, where she envisions someday creating a health education center for women and children. It may take a while, “but one thing I’ve learned is that the simplest things do make a difference.” ■



## OLUWAKEMI ANIMASHAUN

Graduate School

resources and career development. I just admire how she has done so much to develop herself personally and professionally.”

And Kemi sees the energy sector as a possible long-term choice for her own future.

“Most of these companies are multinational, and this helps you develop yourself. I would love to start out in a school setting but end up at an energy company.”

Nigeria is a nation that is rich in oil but which has struggled to fully tap this resource in the face of chronic guerilla warfare. “In the areas where there is fighting, a lot of people don’t want to go to school anymore. I would like to be one of the people the energy companies use to reach out.”

Kemi is already reaching out to students at nearby Monroe College, on an internship where she works with the school’s career counselors. “Students often come in for help with interviews and job hunts, so I really am learning a lot.” Resume writing is one key focus – she says people often have skills and accomplishments they don’t think to include.

While surprised to find that “Americans talk so fast,” Kemi has had little trouble getting in step at CNR, because English is Nigeria’s main language.

And here are two more things to like about U.S. life: the lights stay on and your professors show up. Her homeland, Kemi explains, suffers constant power outages, and faculty strikes can also be a nagging occurrence: “Sometimes you go to school for a four-year program and it ends up taking five or six years.” ■

Growing up in a suburb of Lagos, Kemi Animashaun always wanted to study abroad. “I knew there was much more to the world than I was seeing in Nigeria.”

So Kemi’s parents gave her a choice: Canada, England, or America.

“Somehow I just felt that in the U.S. you are given the opportunity to grow. If you are good at something you get the support to develop that talent.” And when she learned about CNR and its Career Development major, the choice became even clearer.

“Career development entails helping people find fulfillment in life. Many people don’t know what they want to do – they are studying a course because their parents say so, or because of their friends.

“When I think of career development,” the graduate student adds, “I think of working with people. I don’t want the kind of job where I have to be by myself.”

Kemi’s father is an engineer, and her mother is a longtime administrative employee with a major French oil and gas company.

“I guess subconsciously that is how I became interested in human

“Somehow I just felt that in the U.S. you are given the opportunity to grow. If you are good at something you get the support to develop that talent.” And when she learned about CNR and its Career Development major, the choice became even clearer.







"I was excited about the trip, and also a bit nervous. But anything we can learn about working with these children will be a

help. Everybody back home is expecting so much from us."

## CHIMI ZANGMO & CHIMI LHAMO

Graduate School

In a land where "special ed" is still a new and unfamiliar concept, Bhutanese teacher Chimi Lhamo gained first-hand experience – raising a child who has cerebral palsy.

"Working with my own son, trying to give him an education, has given me more of a feeling for other children with special needs." And it gave her the courage to make the long, long journey, when she was chosen to study special education at CNR.

At first, Chimi admits, "I had mixed feelings of whether to go or not to go." While eager to learn more about teaching special-needs children, "I was a little worried, coming to a very big, modernized country."

Fortunately, she didn't have to go it alone – her roomie here at CNR is Chimi Zangmo, a fellow Bhutanese teacher. Both were selected for the trip by their Ministry of Education and the Bhutan Foundation, a group that supports efforts such as education and disaster relief.

"It has been a comfort going through the experience together," Chimi Lhamo says. "If I were alone I would feel lost."

"Everything here is very, very new to us," adds Chimi Zangmo. "I've been feeling a little homesick, but everyone has been wonderful."

The pair arrived this fall and will be staying through spring. Their mission: soak up all they can about special education and bring it back to their tiny nation, a mountainous wedge between India and China.

"I was excited about the trip, and also a bit nervous," says Chimi Zangmo. "But anything we can learn about working with these children will be a help. Everybody back home is expecting so much from us."

Chimi Lhamo teaches children struggling with autism, Down Syndrome, and other learning disabilities at her school, in the Bhutanese capital of Thimphu. With mostly youngsters from the general population, the school has more than 1,000 students up through eighth grade.

In contrast, just 47 children, all profoundly hearing-impaired, attend Chimi Zangmo's school in a remote rural area. "Deaf education in our country is very new," says Chimi Zangmo, who uses sign language to teach her classes.



The entire concept of special education is less than a decade old in Bhutan, both women point out.

"In our school we don't have anyone trained to work with special-needs children," explains Chimi Lhamo, a teacher now for 23 years. "Because of my experience with my son I thought I could be of help. Not being trained, I tried to help these children in my own ways."

"While we were doing these trial-and-error methods, a lady who works in New York for the Bhutan Foundation saw these problems, and said she would try to send some of us to school in the U.S."

The classes and observations at CNR are "very interesting," Chimi Lhamo says, "and I am trying to figure out how I can implement what I am learning back home. Our system is very different."

Chimi Lhamo is mom to two teens and a 20-year-old. Chimi Zangmo's children are just 5 and 2. Both teachers deeply miss their families and will not be able to make the long and costly trip home for the holidays. Fortunately, they have Bhutanese friends they will be visiting in Queens.

Both women also miss their national cuisine. "We eat more rice and curries and chilis," says Chimi Zangmo. "Here we are trying to get used to your sandwiches and all." ■

*The profile of Sakina Laksimi was written by Irene Villaverde. All other profiles were written by Gary Rockfield.*

---

WHEN POPE BENEDICT XVI addressed the United Nations in April 2008, he conveyed the importance of the international community working together to solve the world's problems.

"The founding principles of the [United Nations] — the desire for peace, the quest for justice, respect for the dignity of the individual, and humanitarian cooperation and assistance — express the just aspirations of the human spirit, and constitute the ideals which must underlie international relations. As my predecessors Paul VI and John Paul II have observed from this very podium, this is all part of the realities that the Catholic Church and the Holy See regard attentively and with interest, seeing in your activity an example of how problems and conflicts affecting the world community can benefit from common settlement."

In July 2009, Pope Benedict XVI further emphasized in his encyclical *Caritas in Veritas* the centrality of seeking the common good for the fulfillment of humanity.

As a Catholic college, CNR shares these ideals, as evidenced in our Mission, noting particularly our commitment to social justice and to providing access to higher education to those who seek it.

Here in this article, and throughout this issue of *Quarterly*, this congruence of mission is clear, through the voices of our students, faculty, and alumnae and in the work they are doing both at CNR and around the world for the betterment of others. **BY GARY ROCKFIELD**

# INTERDEP

**A**s the song goes — *It's a small world after all*. And the world really is a smaller place today, with seemingly distant events racing across the globe to hit us where it hurts, right here at home. Someone sneezes — and we get swine flu. As American life becomes more intertwined with the rest of the world, we're more threatened not just by physical attack but by sweeping trends beyond our power to control.

With our security, our economy, our health, and our environment at risk, Americans cannot afford to ignore these trends, say CNR educators and alumnae who have made it their job to think globally, and encourage others to do the same.

"We can no longer wall up our shores," says Peg Snyder SAS'50, who has worked around the world on women's rights and economic development.

Those shores, Peg notes, are no defense against modern invaders such as drugs, disease, or computer crime. "Wars around the world come home to us. And the destruction of

forests in places like Brazil and the Congo will affect the very air we breathe. There are all these reasons telling us we cannot be an isolated country anymore."

"We're not just sitting around talking about 'world problems,'" adds nursing professor Connie Vance. "They're here."

## Depressing Situation

Chief among those problems, of course, has been the world economic slump. You knew things were going to be bad when even Dilbert got laid off.

And with the rest of the world blaming U.S. greed for the crisis, "We're in a very vulnerable position right now," warns CNR history professor Anne McKernan. "We saw the collapse of Communism in the Soviet Union, but today, we could be looking toward the end of capitalism as we know it."

One reason we're so vulnerable: the days are long gone when America could finance its own spending, through quaint products such as savings bonds.

"China has become our largest bondholder," CNR politi-

*(continued on page 12)*



A composite image of a person's face, likely a woman, with a world map overlay. The map is in shades of brown, orange, and red, set against a dark blue background. The person's eyes are green and looking directly at the viewer. The text 'INDEPENDENCE DAY' is overlaid in large, white, bold, sans-serif capital letters. Below the title, the subtitle 'We Can Run But Can't Hide From World Problems' is written in a smaller, white, sans-serif font.

# INDEPENDENCE DAY

We Can Run  
But Can't Hide  
From World  
Problems

WE HAVE LITTLE AWARENESS OF WHERE THE PRODUCTS WE BUY COME FROM AND LITTLE appreciation for their impact on the environment or on the workers who produce them. Knowing those facts would be the starting point for a different attitude about our consumer habits.

## Interdependence Day

(Continued from page 11)

cal science professor Daniel McCarthy points out, “and they’re making noises about whether they want to continue investing in the U.S. We’re running up huge deficits and burning a lot of money. Investors want to feel safe, and if they don’t, we have a big problem.”

Most Americans already have enough problems, thank you very much. The energy price spike of two summers ago dramatically showed how rising world demand and volatile Middle East tensions can squeeze U.S. wallets. This summer gas cost less, but fewer people had jobs to drive to – with unemployment now over 10 percent despite massive federal stimulus spending.

True, foreign investment does bring new jobs – look at the Asian auto plants now dotting several southern states. But Detroit is on the brink, and many other domestic industries are losing out to foreign competition. Borders don’t seem to matter in an era when a few quick keystrokes can send U.S. jobs or financial capital flying across the world.

“When you think about the effects of globalization,” McCarthy adds, “you often think of jobs lost in manu-

facturing. But that’s not the only thing that can be outsourced,” with software design, information processing, customer service, and medical diagnostics increasingly being farmed out to India and other emerging economies. “With its more educated populace, India could someday be a bigger economic power than China.”

Closer to home, our interdependence with Mexico and Central America is clear: lack of opportunity there helps drive millions of “undocumented” here. It’s also painfully clear how not just people but drugs and guns can breach our borders. So can salmonella and swine flu.

So as nations grow more economically interdependent, wouldn’t the need for cooperation seem more urgent? As McCarthy will argue later, economic crisis could actually be a unifying force. But based on the latest series of world financial summits, don’t hold your breath.

“There’s nobody running the world. There’s no game plan,” lamented one economist after the G-20 confab in London last spring. Experts warn that the prevailing every-nation-for-itself attitude could lead to the same trade barriers that 80 years ago helped spark the Great Depression.

## Emission Impossible

Nor is every-nation-for-itself much of a plan for “saving the planet.”

Environmental efforts such as the Kyoto accord on industrial emissions have become, as McCarthy puts it, “a lovely example of global gridlock.” From the Clinton era onward, the U.S. has been reluctant to go along while other major

nations are allowed to increase emissions or fail to reach reduction goals.

Here’s how Entergy Corp. CEO J. Wayne Leonard put it in the *Wall Street Journal*: Even if every single U.S. coal plant shut down, atmospheric CO<sub>2</sub> would still keep rising as China keeps expanding. “China’s not going to follow us just because we’re the United States. You say, ‘Shut down your plants’ – well, that’s going to be a short conversation.”

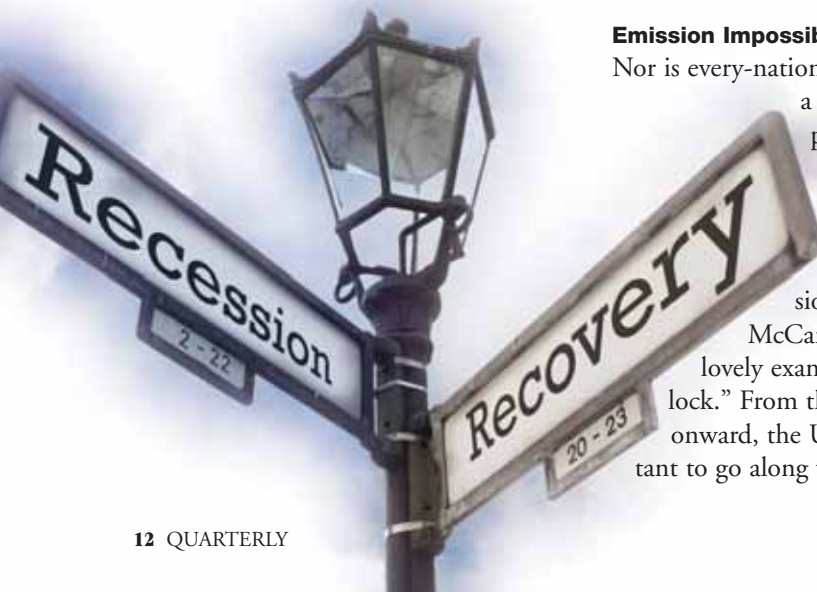
But Americans *can* gain a voice in this conversation, by speaking with our pocketbooks, suggests CNR biology professor Faith Kostel-Hughes.

“One of the biggest ways we can affect world trade is through what we decide to buy or not buy,” says Kostel-Hughes, director of CNR’s Environmental Studies Program. She urges consumers not to purchase from countries that pollute and companies that exploit.

“We have little awareness of where the products we buy come from and little appreciation for their impact on the environment or on the workers who produce them. Knowing those facts would be the starting point for a different attitude about our consumer habits.”

Peking’s air quality may not be high on your personal list of daily worries, but Kostel-Hughes points out that China’s lax environmental standards do come here to roost – in the form of tainted toys, pet food, drywall, and other exports U.S. consumers find laced with lead and other dangerous toxins.

While China has grabbed the title of World’s Biggest Polluter, Kostel-Hughes says the U.S. has made notable progress in cleaning things up over the past 40 years. “We’ve established the EPA, the Clean Air and Water acts, greatly reduced lead and







[We're still using more fossil fuels than ever.]

particulate matter in the air, the sewage that was getting dumped right into our rivers.”

What worries her is not what you see, but what you don't see: all those carbon emissions, with their link to potentially damaging climate change. “We're still using more fossil fuels than ever.”

With a “cap-and-trade” carbon-control plan stalled in Congress, seen by many as far too costly for American business and individual consumers, Kostel-Hughes admits environmental responsibility is a hard sell in a down economy.

But, she says, there *are* ways to appeal to Americans' self-interest. Why, for example, should we save the rain forests? Well, not only do they

help scrub CO<sub>2</sub> from the atmosphere – they're also major sources of coffee, chocolate, and plants that can yield important new medicines.

And rather than just telling everyone to “buy less stuff,” she says we might actually stimulate the economy through eco-friendly projects, such as better mass transit. “The challenge will be to develop a new global economy that generates wealth in an environmentally sustainable way.”

“You *can* see some movement,” McCarthy says, “with President Obama planning to invest a lot of money in wind and solar. I think in the long run our dependence on fossil fuels is not sustainable, so there are some hard-nosed economic reasons for doing all this. We may not be on the same page as other nations, but at least we're facing in the same direction.”

#### Stalemate on 1st Avenue

If the world's nations are going to get on the same page – on any issue – the obvious place to start would be the United Nations. But lofty hopes for the world body have largely soured amid corruption and discord, with well-meaning members hamstrung by what *Free Republic* columnist Mark Steyn calls “the thugocracies and Jew-haters.”

The UN does do some fine humanitarian work, says McCarthy, through agencies such as the World Health Organization. It also quietly compiles reams of boring but vital global data. “If there were not a UN, you'd need to create something like it pretty much just to do all that.

“But unfortunately,” he adds, “one

problem at the UN is that the Security Council fails to provide any security. The Big Three – Russia, China, and the U.S. – are almost always in a stalemate.”

And the General Assembly often seems like an asylum taken over by the most corrupt inmates. It's a sad day, wrote Steyn on President Obama's historic UN visit this September, “when an address by the President of the United States serves as a mere warm-up act” for the demented rantings of a Moammar Khadafy or Hugo Chavez.

“The UN, like any institution – be it the church, the government or even CNR – is a fragile human creation, less than perfect,” Peg Snyder admits. But her own story highlights the organization's positive achievements and potential.

One of CNR's leading global citizens, Snyder has worked since the 1960s for Third World progress. “I went to Africa on a sabbatical, and it turned into a lifetime of interest and concern.” In 1978 she was named founding director of UNIFEM, a UN fund created to encourage women's growth through social, political, and economic support.

“In India, for example, we worked with women involved in silk production. As they became successful, more family members were able to go to school and the whole quality of life improved. We had invested \$100,000; the World Bank liked what it saw and added much more. It shows the economic and social effects of directly supporting women, rather than just assuming that men will be the producers and women the helpers.”

(continued on page 14)



[OUR OPINION OF THE UN in the U.S. used to be quite high, but in recent years we haven't even paid all our dues. We haven't signed on to treaties concerning the law of the sea, the rights of the child.]

I THINK THAT AMERICA HAS AN IMPORTANT PLACE IN THE world, and we'll have an even larger place when we do it all shoulder-to-shoulder.

## Interdependence Day

(Continued from page 13)

UNIFEM also assisted the women tree-planters of Kenya – “another job men always said was just for them. The \$100,000 we invested there paid off many times economically and also environmentally,” in a greenbelt tree-planting movement led by eventual Nobel Peace Prize winner Wangari Maathai.

“Our opinion of the UN in the U.S. used to be quite high,” Snyder recalls, “but in recent years we haven’t even paid all our dues. We haven’t signed on to treaties concerning the law of the sea, the rights of the child.”

“I think most Americans operate on some assumptions that need to be straightened out,” Anne McKernan adds sharply.

“First, people often think that the U.S. is single-handedly supporting the world, that our foreign-aid budget is humongous. It’s actually less than 1 percent of our *overall* budget, and half of that is military and security-related. Another assumption is that the UN is worthless, a waste of money. First of all, we are not funding as much of it as people may think, even if we pay our dues.”

The organization, Daniel McCarthy adds, “also fails to get credit for problems that *do not* occur, thanks to its mediation efforts. The Bush administration in particular showed a lot of contempt for the body.”

### The Global Is the Local

One positive McCarthy says the Bush team could point to was “working pretty well with NATO and individual nations on keeping terrorism in check.” The U.S. was also out front in the fight against nuclear proliferation – keeping doomsday weapons away from rogue nations such as Iran and North Korea, as well as freelance terror groups. So far, at least.

But over the eight years of Bush rule, McCarthy believes, “American foreign policy in both substance and style probably alienated more people and more nations than has ever been the case. So one important task for the new administration is to repair some of the damage, try to show that things will be different.

“In its Mideast diplomacy, for example, the Obama administration does seem more open to talking with people such as Syria and Iran. A different style can bring about real cooperation.”

“I don’t know if Americans want to be a superpower,” McKernan says. “This language gets in the way of a new reasoning and a new way of dealing with each other.”

But when it does champion causes such as human rights, the United States can be a positive force around the world, she points out. “The global is the local. On issues such as AIDS, child abuse, domestic abuse, when Americans manage to confront the unspeakable, it can help spark progress and reform in other lands.

“I think that America has an important place in the world, and we’ll have an even larger place when we do it all shoulder-to-shoulder.”

“Are we still the world’s leader?” Snyder asks. “I’d have to answer with just a qualified yes. We have to get over our deep-seated fear of not being dominant. We are strong and we are wonderful, but there are many things we have to learn from other countries.”

Speaking personally, she continues, “I’ve learned so much from my work in low-income nations. From women who did such humble tasks that the banks wouldn’t even take their pennies, so they created a bank of their own that now has 300,000 members.”

American women, she says, can especially learn from their African sisters on increasing political representation. The world nation with the highest percentage of women in its congress is ... would you guess Rwanda?

“They suffered through all the horror of civil war there and decided they’d have to take action themselves.”

And then, Snyder says, “there are all these questions of what we can learn from the failure of ethics that sparked the global economic crisis. We don’t have all the answers. In some areas we are behind in the world.”

### Lessons from Afar

Health care, surprisingly, is one of those areas, warns Connie Vance.

Wherever you may stand on the national debate over health insurance, some facts are clear. “America is not near the top at all in preventing heart disease or infant mortality. We’re down around Number 20, with a lot of European nations doing better than us, certainly in relation to the amount of money spent. We have a lot to learn from them.”







Citing the UN's Millennium Development Goals for 2015 – such as promoting child health, ending hunger, and eradicating AIDS – Vance warns Americans not to think “we do not have any of these problems. We have many of the same problems as the developing nations.

“We do have wonderful research and technology, and professionals who are highly skilled and educated. But we need to place more emphasis on health promotion and disease prevention – here and in countries that will affect our situation down the road.”

Every year seems to bring a new media scare on some threatened pandemic – SARS, Ebola, West Nile virus, bird flu, swine flu. This year of course it has been H1N1, the scary new bird-and-swine flu bug circling the globe.

“As germs change and mutate, it’s always a dynamic, changing scene,” Vance says. “But the important point is, we must create healthy environments, so people have safe food and water, sanitation, schools, and health information. The violence that is around the world largely stems from poverty, from war and natural disasters, lack of education, and poor health.”

Education is another area where America has some lessons to learn from others.

“As poor as you may think our

reading and writing may be,” laments CNR education professor Walter Sullivan, “the math and science are even more problematic.” On a scale of 40 industrialized countries, he notes, U.S. 8th-graders have sunk to 31st in science and 35th in math.

Sullivan suggests we import some solutions from high-performing Asian countries such as Japan: “The importance they place on education, the family structure, the discipline, the rigorous training, and focus of the curriculum.”

Italy, he continues, successfully emphasizes early-childhood education. Belgium is big on school choice and competition. Other nations where students excel include Australia, New Zealand, Sweden, and Finland.

“The lesson we can learn from them is how curriculum segments are better integrated, and emphasis is put on problem-solving, analysis, and application of skills to the real world,” rather than simply regurgitating info-

bits on a standardized exam.

But U.S. schools, adds the former principal and superintendent, do have much to teach the world.

“What is most unique is that we have taken a democratic mantra that says all kids can learn, and we will teach every child. Even in many of the higher-performing countries, there is less opportunity and less of a tradition that education can be the pathway to a better life for all.”

### **Dysfunctional Family?**

In his September UN visit, President Obama pledged that the U.S. is ready for “a new chapter of global cooperation.” While CNR observers find his tone encouraging, could this new humility be seen abroad as mere weakness?

“Other nations are going to pursue their own self-interest no matter who is U.S. president,” argues newspaper columnist and former Defense Department official Peter Brookes. “The idea that if we’re nice to them they’ll be nice to us is nonsense.”

And “nice” does not seem to be cutting it thus far with Iran, despite our diplomatic overtures. Just days after Obama lectured the UN on what Mark Steyn calls “his fluffy-bunny vision of a world without nuclear weapons,” Iranian leaders defiantly announced the existence of still more nuclear fuel labs, and test-fired missiles able to reach Israel or Europe.

Even our European allies – reportedly shaking their heads over a series of U.S. diplomatic snubs and gaffes since Team Obama took charge – have turned us down on requests for more economic stimulus spending and more troops for increasingly problem-plagued Afghanistan.

*(continued on page 16)*

AMERICA IS NOT NEAR THE TOP AT ALL IN PREVENTING heart disease or infant mortality. We’re down around Number 20, with a lot of European nations doing better than us, certainly in relation to the amount of money spent. We have a lot to learn from them.

## Interdependence Day

(Continued from page 15)

"It's just like a family," reflects Anne McKernan on America's loss of dominance since those golden years after World War II. "You have a set of power relations, and then as the children grow up into their 30s and 40s everybody has to find a new way of dealing with each other."

And from the U.S. point of view, our two most troublesome siblings continue to be Russia and China, who both stubbornly say "no way" when Obama seeks a united front against the missile-test antics of an Iran or North Korea.

"Russia is resurgent, thanks to its control of vast energy supplies," Daniel McCarthy warns. "A lot of it has to do with resentment and wounded pride – they're a former superpower that suffered humiliation in the late '80s and '90s. So they are aggressive and uncooperative in ways that can be counterproductive even to themselves."

"What they want is respect, attention, and influence, and to get that influence they put up obstacles to efforts such as Mideast peace, a Darfur solution, Afghanistan, terrorism." The Russians do share some of the same problems as we do, "but it's going to take careful handling to get them to the table."

China, already a more crucial player on the world stage than Russia, might require some careful handling as well.

"Bush really could be seen as one of the good guys in efforts against AIDS," McCarthy says, "and in trying to find a solution in Darfur," where Sudanese militias have killed thousands of innocents and exiled many more. "But China sees a power vacuum in Africa and has supported various despotic governments, such as the Sudanese, to get access to the vast natural resources there."

The ultimate question may be, "how strong a military power is China going to be, and what are its goals for that power?"

## RAISING OUR GLOBAL IQ

EVEN IF YOU TRY, IT BECOMES HARDER EACH DAY TO IGNORE world headlines. Terror plot feared. Test missile launched. Taliban resurges. Oil supply threatened.

But are Americans going beyond the three-minute TV news-breaks to get a fuller sense of what life is like in other nations? To make that happen, say CNR educators and alumnae/i, our high schools and colleges will have to be in the forefront.

"I think the more we are culturally aware of the world, the more harmonious and peaceful the world will be," says Sarah Beaton SAS'87, an official with the U.S. Department of Education. "It's good to know the other, and respect their culture."

Beaton for 17 years has worked on federal programs to enhance international learning at U.S. high schools and colleges, through beefed-up curricula at home and cooperative programs overseas.

"My mission is to strengthen U.S. schools' ability to make people more globally competent – knowledgeable about languages and current events, able to empathize with others, able to understand something foreign, how people live in other cultures."

"Most corporations today are multinational, multilingual, and very diverse. Being able to operate across these boundaries is extremely important to success in the marketplace. And the students who graduate today will have to compete against those from nations such as China or India."

Educational programs can also serve as diplomatic ice-breakers, Beaton notes, an avenue for bringing people together when relations have soured at the geopolitical level. "Education is not necessarily combative. You can work together to solve problems, in computer science, linguistics. You sit down and find you have things in common as well as differences."

It is the hallmark of Catholic education to teach that the solidarity of humanity, while acknowledging respect for the other, is essential to pursuing the common good. To respect otherness requires knowledge about and understanding of the other. This education may be gained through direct experience, as in service learning done by students in all four Schools or by study.

## Adding Some Depth

While many U.S. high schools do include studies designed to provide a broader world perspective, CNR education professor Walter Sullivan fears they often lack real depth and substance. Pointing to a two-year Global Education course at some area schools, he says the class "tries to cover everything from Adam and Eve right up to Obama."

Sullivan says a more fruitful experience is the "Model UN" program some schools provide. Role-playing students must immerse themselves in the geopolitical situation of a single nation such as South Africa, and a deeper understanding is the result.

"The typical U.S. high school is 45 minutes in, 45 minutes out, and then we wonder why our students don't grasp the interdisciplinary connections between subjects," adds the experienced school administrator. "The information is often a mile wide but just an inch deep."

Trying to supply some of that much-needed depth, history professor Anne McKernan heads the International Studies Program at CNR. Her interdisciplinary approach brings together political science, history, business, and economics as well as foreign-language proficiency. It includes customized United Nations briefings, grant-writing experience, and internships at home or abroad with groups, such as UNICEFUSA or Human Rights Watch.

There's also a strong human-rights component layered across all Arts and Sciences disciplines, with students doing individual "capstone projects" integrating these disciplines. One, for example, created a campaign to help fast-track Slovakia's entry to the European Union. Another looked at the synergy between terrorist groups and the media that cover them.

"Students come out knowing they are part of a global community," McKernan says, "and that they can do something. They know where places are, know the kinds of governments and economic systems, are more aware of human rights abuses, more aware of what the UN is doing."



### In the Same Boat?

Just as spring brings the first pitch of the baseball season, no world economic summit would seem complete without the first rock being pitched through a Starbucks window by mobs of protestors decrying “globalization.” This year’s G-20 events in London and Pittsburgh were no exception.

But globalization, McCarthy contends, could actually pave the way to a more agreeable world.

China, for example, has a big stake in seeing America pull out of its slump, so they can sell us more things and cure their own rising unemployment. “Everyone wants to talk about China ‘surpassing’ the U.S. But in

some ways, the relationship is good for both of us.”

So a lousy global economy, ironically enough, may offer the world’s nations a golden opportunity for Kumbaya, “as they realize we are all in the same boat, and that economics does not have to be a zero-sum game.”

In fact, McCarthy argues, “what has already happened is that the last 25 years have been perhaps the most peaceful in world history. Even though we hear so much about Iran, Iraq, the terrorists, and so on, fewer people are getting killed in wars than at any time since the 16th or 17th centuries. Today’s weapons can kill a lot more people, more quickly. But we do have

more peaceful, if not more harmonious, relations between nations.

“And if you look at the people around the world coming out of poverty and into affluence, those numbers have never been greater. Poverty remains a horrific problem, but the changes have been really remarkable in some parts of Asia and Latin America.

“When people look back on all this 400 years from now, they may see it was the beginning of a very good time.

“Or,” he adds, “a nuclear bomb might go off.” ■

### All in This Together

Environmental education, says CNR biology professor Faith Kostel-Hughes, is more than just clicking off a light switch, or buying a product because it says “Green!” on the box.

“It’s also important that students here realize our lifestyle is very different from others around the world,” different especially from places where there is no electricity or where water must be carried. “The people in those places *do* relate to us,” says Kostel-Hughes, director of CNR’s Environmental Studies Program. “They’re growing our food and making our products.”

An outbreak such as swine flu reminds us all we’re not isolated any more. “Because of travel and immigration, the world really is a smaller place,” agrees CNR nursing professor Connie Vance. “Americans and certainly college students must begin to see we are all interdependent – and must begin to grasp the extent of health problems around the world.”

That’s why nursing and medical curricula across the country now emphasize cultural courses. “It’s a very big area, understanding for example how different cultures respond to pain, how they view major life events such as birth and death. At CNR we teach a course called *Transcultural Perspectives in Health Care*. Our students come from around the globe, and right here in New York we care for people from all over the world.

“Just about every good nursing school I know of engages its students in international work,” she adds.

“Students want to do this. Especially in the Internet era, there’s more of an awareness that we are all interrelated. It is a great time to be in health education. We can do a lot to convey the responsibility of caring for people in a multicultural and global context.

“We are interdependent,” Vance concludes. “Our borders are mostly open. That’s why we have to worry about poverty, fear, and ignorance. That’s where disease and violence come from.”

One unintended consequence, cautions McKernan, is that highlighting problems abroad can simply make some American students *more* chauvinistic. “They just say, ‘Am I glad I live here!’ and that’s that. It’s all part of the challenge for students to become aware they are citizens of the world.”

*Eight delegates from the CNR Model United Nations team attended National Model United Nations (NMUN) in New York City in April 2009. This year, the CNR Model UN team had the honor of representing Liberia, a country which inspired the students because it is the first African nation to be led by a female president. They discussed global issues ranging from illicit trafficking of nuclear materials to using technology in educational and social development. Pictured are (l to r): Francoise Mbakamouyeme SN’12, Jennifer Aybar SAS’10, Sakina Laksimi SAS’10, Hellen Konyango SAS’11, Mirham Rojas SAS’10, Mariana Martinez SAS’10, Justinne Orjuela SAS’12, and Takesha Bailey SAS’10.*



Approximately 200,000 Americans have served in the Peace Corps since it was established in 1961, including many CNR graduates. Most recently, Nazia Ali SAS'06 spent 27 months teaching science in Tanzania. 🌱 Born and raised in Yonkers, NY, and a biology major and chemistry minor at CNR, Nazia joined the Peace Corps immediately after graduating. Though she had considered medical school or going on to graduate school, she was attracted to the Peace Corps because she wanted to explore the world, have new experiences, and “not learn just from reading books.” Says Nazia, “Henri Matisse once said, ‘Derive happiness in oneself from a good day’s work, from illuminating the fog that surrounds us,’ and that is what I intended to do by joining the Peace Corps.” 🌱 While in Tanzania, Nazia was invited by her former CNR professor, Dr. Faith Kostel-Hughes, Associate Professor of Biology and Environmental Studies in the School of Arts & Sciences, to write letters home to current students about her experiences in Tanzania. 🌱 Here are a few excerpts from those letters:



Life as a Peace Corps volunteer in Tanzania is certainly not easy, but who's to say life should be easy? Each day is a learning experience and I am certain that by the end of my service I will gain a lot more than I will give.

It's amazing how small the world really is and connections can be made with people in the most unexpected place. To think that I would be serving in Tanzania where Peg Snyder, a CNR alumna and close friend of Nobel

Peace Prize winner Wangari Maathai earned her Ph.D., is mind boggling.

I arrived in Tanzania on September 21, 2006, after three days of orientation in Philadelphia, and departed immediately, with 40 other volunteers, to the town of Morogoro for our training. Morogoro lies on the northern slopes of the Uluguru Mountains, about 200 kilometers west of Dar es Salaam. I moved in with my home-stay family the next day and began ten weeks of

Peace Corps training. Training included six major components – language, technical, cross-culture, community development, personal health, and safety and security. Some of the training activities were classroom instruction, community learning experiences, and a three-week teaching internship. Training was tough but essential because it enabled us to develop necessary skills and learn about how to live and work effectively in Tanzania. I did not find out where I would be living and working for the next two years of my Peace Corps life until late



Many feel that women are not capable of studying science, which I tell them is funny because I am a woman and I'm teaching science. But they tell me that it is different because I come from America!



in November. After being sworn in as a volunteer, I was assigned to teach in Bumbuli, a small town in the Usambara Mountains. Almost everyone here is a farmer.

I am the only Peace Corps Volunteer (PCV) in Bumbuli, also the only expatriate. I have my own house, which is only a short walk to the town center. I have running water most of the time and electricity most of the time.

I teach at a government school that has approximately 300 students. I teach biology and English and am also the head of the Biology Department, Health Club, Environmental Club, and other small activities at the school.

When I first arrived at the site, I was overwhelmed. But after I started teaching and saw how my presence in the village was needed, my outlook has changed. For the most part people are very helpful and look out for me. Yes, I miss my family, friends, hot showers, and technology, but this experience is enriching my life in so many ways. Teaching is a tough job, and I have gained a lot more respect for teachers that I had.

Peace Corps volunteers are not given any special treatment; we have to live, eat, and dress like the people of Tanzania. Adjusting to the climate and land has been stressful, but I have not had any serious issues. One thing I

have learned is that feeling bad about how people in developing countries are exploited does nothing for them, neither does just handing out money. If you want and are able to, supply them with resources so they can better themselves.

I live within the community, no special guarded compound. I am at school from 6:30 a.m.–5 p.m. most days, but I interact with the community on a daily basis. I don't have any luxuries such as a TV or computer, so I spend most of my free time tutoring people and talking to people. Every Saturday we have market day, *sokoni*, and that is when

(continued on page 20)





vendors come and sell fruits, vegetables, clothes, and other such things. I usually go to the *sokoni* with the Mama who lives next door. Mostly everyone in the village knows me; this is a good and bad thing because some days it can take me up to 30 minutes to get to buy anything because I have to greet so many people on the way.

At school I speak mostly in English but in the village only Kiswahili. I know enough Kiswahili to keep a conversation going, but there are many mistakes that are made in between. For example, last month the volunteer from the neighboring village was visiting with his fiancé and the word for fiancé in Kiswahili is *mchumba*, so

that word was being used a lot that weekend. The following week a woman in the market was asking me what fruits I wanted and I told her I wanted *mchumba*. She started talking about her married brother and told me she would bring his picture. I didn't understand why she was saying this. It was only several days later that I realized my mistake. I asked her for a fiancé instead of *mchungwa*, which is an orange.

Many of you asked about the flora and fauna of Tanzania. There is a great diversity of flora ranging from moist tropical forest to the bush land and savanna. Large areas of the region are covered by moist woodland.

Grasslands cover areas lacking good drainage or where there is a high water table. You can also find coconut palms, mangrove growth, baobab, and various species of acacia. There is also a great diversity in animal life, but most of these animals are seen when visiting the natural parks. There are lions, buffaloes, elephants, leopards, rhinos, zebras, wildebeest, hippos, giraffes, antelopes, elands, kudus, gazelles, dik-diks, hyenas, wild dogs, and primates. The insects prevalent are the malaria-carrying anopheles mosquito and tsetse fly, and there are several dozen types of reptiles and amphibians, a wide variety of snakes, and numerous fish species. As for the bird life, there are hornbills, bee-eaters, ostriches, kingfishers. Actually the country has approximately 1,500 different species.





One of my major goals is to help the female students in Bumbuli gain some confidence and feel that they can accomplish whatever they want. There is no reason why they should be afraid to speak out and let others know how they feel. Also many feel that women are not capable of studying science, which I tell them is funny because I am a woman and I'm teaching science. But they tell me that it is different because I come from America!

I would like to begin by thanking you and everyone else who was involved in the school supplies fundraiser. At first I planned to give the supplies as rewards to students but then decided to start a 'school bank' so that they could have money. I took all the supplies that were sent and put them in the school store (which was empty) and told the student in charge to sell the items for half the price they are sold at in the village.

I was skeptical about this being a good idea, but to my surprise within a week, half of the items were sold! Currently

we only have a few items left, and so I am in the process of writing a grant so that I can stock up the store with things that students can buy. We have money in the 'bank', and students can borrow it and return it after a reasonable time period. This is teaching them responsibility and preventing them from getting money the wrong way.

I recently started to teach Form I, which is for first-year students, and they love it! There are about 120 students and they are awesome. I thought they would not understand me and would be scared to ask and answer questions, but it was the complete opposite.

I have never seen students so eager to learn. Most of the time my period goes longer than 80 minutes and cuts into their lunch time, but they want me to stay and teach. It's incredible! I know that not all of my students will pass the National Exams, but if even 25 percent of them pass I will feel that I was successful.

I can't even begin to explain the changes that I am going through. Being born and raised in a country like the U.S. is a blessing, and every day I am grateful for it. Not that we don't have problems but still we have so much more and should learn to appreciate it rather than complain about what we don't have. These past five months have taught me more about life and its value than my 24 years of existence. I can't wait to get back home and use the knowledge I am gaining to educate the people in the states. ■



*Nazia Ali in Tanzania*

## Postscript

A month after returning to the United States, Nazia was married. Her husband, a doctor, is applying to a residency program and Nazia is enrolled in a medical assistant course.

Looking back at her two years in the Peace Corps, she says, "To sum up, I would have to say the Peace Corps was like a roller coaster. There were so many ups and downs, but at the end, the rush I got was unforgettable. Living in a place where I was the outsider, but was welcomed with open arms, made me realize that humanity is present all over the world and what we see these days on television or read about in the newspaper is not a true representation of what is out there."





# Confessions of an Inveterate Traveler

BY ANN PEPEK MORRISON SAS'67

Not so long ago, The College of New Rochelle asked me to send an updated biography, and I quickly pulled up my latest CV from my computer. At the very top was my name, of course, balanced by two addresses, one in New York City and the other in Paris. My husband Don and I have been living outside the U.S. for more than 15 years, though we never gave up our Manhattan apartment. What seemed remarkable, even to me, was that I am not living in either one of those places. I currently reside in Beijing, where I teach business journalism to graduate students at Tsinghua University. Don does too.

When I thought about how I ended up with addresses in three of the world's most fascinating cities, I realized that my wanderlust might have begun during a conversation over

dinner during my freshman year at CNR. I was sitting at a table of smart young women, all of whom had been to Europe. But not me. I had rarely left Westfield, MA, where I grew up. I wasn't so much jealous as curious: At that point I had never even been on an airplane, and these girls were talking insightfully about visiting places I had only read about in magazines and newspapers.

During my four years at CNR, I didn't make it to Europe either. But I did at least get on a plane. As editor of the *Tatler*, I represented the College at the United States Student Press Association's annual meeting at the University of Illinois in Champagne-Urbana. That's where I met Don, who was the editor of the student paper at the University of Pennsylvania.

We seemed to have a lot in common: a love of journalism, an Ursuline education (amazingly, Don went to Ursuline-run schools from kindergarten through high school), a spirit of adventure – and he had never been to Europe either. Thanks to a graduation trip with classmates Geraldine Larkin (now Brick) and Jane Scully (now Reichle), I got to the other side of the Atlantic before Don did. We were married the following year.

At that point, Don was a junior reporter at *Time* magazine, and I jokingly told people that I only married him because I thought he would someday be a foreign correspondent. He didn't get an international assignment for a long time, but he soon was able to arrange a leave from *Time* to pursue a master's degree at the London School of Economics. I went along, of course – and ended up getting a master's from the LSE myself.

Then it was back to New York, where we stayed for the next 20 years or so, had two sons, and gradually abandoned our dreams of a foreign assignment. Don quickly became an editor at *Time*, while I somewhat less dramatically climbed the editorial ranks at *Fortune*, another magazine in the Time Inc. family. Then in 1993, the editor-in-chief of all the Time Inc. publications made us an offer that, he said, “would change your lives.” The



proposition was for me to take over the editorship of a small regional magazine in Hong Kong called *Asiaweek*, while Don would launch the Asian edition of *Time*.

This was the moment I had been waiting for. Don was eager to make the move too. The only hitch was persuading our sons to come along with us. The older one, Tim, was about to start his freshman year at Brown University and was so preoccupied with changes in his own life that he really didn't much care what we did with ours. (He later spent seven years working in Hong Kong, where he met and married his wife Manju and where our grandson Luke was born.) To persuade Mat to come along, we told him to think of it as "junior year abroad" – the high school version. He loved it, and after graduating from Brown himself, worked in Hong Kong for several years.

Though all the kids now live in New York, Asia is very much a part of their lives. Because our friends and family came to visit, Asia became a part of their lives too. One friend has turned into a passionate collector of Asian antiques. Another, who just bought a condo in Boston, is decorating the living room with Chinese accents and the dining room with Japanese ones.

After seven years in Hong Kong, Don and I were transferred to London, this time to be co-editors of *Time's* European edition. (We got lots of visitors there too.) And when we retired from those jobs six years ago, we decided to take up residence in Paris, where we write and edit for a variety of magazines and newspapers – when we are not entertaining our visiting friends. Since 2007, we have spent five months a year teaching at Tsinghua. And just yesterday, someone we worked with 25 years ago – and haven't seen since – said she and her husband were coming to Beijing and proposed getting together. Hope we can fit them in, since we'll be entertaining other former colleagues that week.

Clearly, as the editor-in-chief predicted, our lives have been changed by

living abroad, as have those of our children and our friends. I have been privileged to work on three continents with people from just about everywhere. And I have learned from all of them. At *Asiaweek*, a dozen different nationalities were represented on the editorial staff. In London, I used to joke that I needed a translator to understand the Welsh and Scots who helped put out the magazine. In Paris, I am part of a "ladies-only" French-English conversation group that was started 30 years ago. And in Beijing, I have not only 15 Chinese students in my business journalism class, but also five Africans, two Thais, two South Koreans, two Russians, a Brazilian, and an Australian.

One of the anchors in my nomad-like life is the Catholic Church. I now understand its universality as well as some of its fascinating local dimensions. I loved the Filipino choir at St. Anne's, our parish in Hong Kong, and I once saw Prime Minister Tony Blair and his family (with hardly any security) at my London church, the venera-

ble Immaculate Conception on Farm Street in Mayfair. In Paris, we can see the spires of Notre Dame Cathedral from our apartment. I jog through its gardens nearly every day and find that the 8:30 a.m. Mass on Sunday is relatively peaceful, with only a few busloads of tourists picture-taking along the side aisles. Going to church in Beijing is a fantastic multicultural experience, with the standing-room-only English Mass at the South Cathedral, which dates from 1605 and features readings in French and English, announcements in Chinese, music in Latin (via another wonderful Filipino choir), and hundreds of fervent Chinese, many of them not yet baptized. The Easter Sunday service included 11 adult baptisms and one confirmation (and yes, it was very, very long).

It is hard to avoid clichés in describing how much richer my life has been because of its international dimension. Not financially – Don and I are journalists, after all. But in terms of amazing experiences and innumerable personal encounters, we have been blessed.

*Being interviewed  
in China in Qufu,  
Confucius' birthplace,  
in 2008.*





# A Stepping Stone Approach to Another Culture

**I**n today's shrinking world, a cross-cultural experience is not a favor given to students, but a necessity for the next generation of students," says Dr. Ruth Zealand, Associate Professor of Education at CNR.

With this thinking in mind, the innovative cross-cultural initiative Bridging Cultures was developed at CNR. The program offers short-term intensive study-abroad opportunities led by faculty of the School of Arts & Sciences. Bridging Cultures gives undergraduates the opportunity to experience firsthand life in another country without spending a full semester abroad. On campus, seminars are offered to prepare students for their trip, and students have the opportunity to experience interdisciplinary courses team-taught by a combination of professors in classical and modern languages, social work, education, and history.

Since the program began, students have traveled and studied in Guadeloupe, Montreal, Quebec City, Mexico, and Puerto Rico. Last spring a group of undergraduates and faculty spent a week in Paris examining the civilization of France from the splendor of the Sun King's court to the death of the Old Regime.

"Crossing a culture for anyone is always a dynamic and complex process," says Dr. Andre Beauzethier, Associate Professor of French. "Tremendous personal growth occurs in situations where students experience, often for the first time, being outside their own culture." In Bridging Cultures, students learn to appreciate and gain knowledge of new cultures through

explorations of the history, political trends, cultural manifestations, artistic expressions, and language.

"Language study is not the focus of these courses and trips," explains Dr. Nereida Segura-Rico, Associate Professor of Spanish. "However, even students with very little knowledge of the language become aware of the impossibility of separating language from culture, and a few get motivated to develop their foreign language skills."

Shannon Fell SAS'09 arrived in Montreal for the Bridging Cultures trip on her own, ahead of the CNR group. She recalls that she was unnerved finding her way from the airport to the hotel without a good command of the language or knowledge of the city. Yet just one week later, she experienced a transformation. "It was great to see where Canada began and where it is now," says Shannon, who spent a week in Montreal and Quebec City in 2007. "It gave me a refreshing look at a country we had studied. Nothing can compare to actually visiting a country. A week in Montreal and Quebec City was worth a semester of books and papers."

Speaking of the trip to Guadeloupe, Beauzethier says, "Our students did not travel there as observers but to engage in one-on-one exchanges with the host country nationals and interact by conversing and eating meals together. In so doing, they became better acquainted with the customs of the people of Guadeloupe and recognized the intrinsic values of their culture."

"Before they go on the trip" says Zealand, "there's this very amorphous, Internet-based idea

*Top left: The CNR group leaves the Parliament in Québec City following a tour of the building and a lunch at the "Parlementaire," the dining-room of the members of parliament for Québec (l to r): Estella Ayuk (taking a picture), Danielle Sawyer, Jessica Franklin, Roxanne Conteh, Carolina Zepeda, Diana Dupuy, Dr. Beauzethier, Maria Loja, and Shannon Fell.*

*Top right: Jillian Ocasio learning candle making in small village in southern Mexico.*



that what they're going to see is what they access through the cell phone and the computer. Then they get there, and they actually experience what they learned about in the classroom. They go to new places, they talk to people, they sample new foods, and they become aware of the differences and similarities between cultures."

### A New Way to Experience an Old Country

Among the challenges for the faculty was to fashion an international experience that students could immerse themselves in for a short period of time, and on a limited budget.

"Our Bridging Cultures courses," explains Dr. Judith Gordon, Associate Professor of Social Work, "are not study abroad programs in the traditional sense. They are intensive courses that appeal to students for a variety of reasons. One reason is financial. Longer study-abroad programs require larger financial commitments. There is also the question of time. The study abroad component enables students with limited time to take part in a faculty-led cross-cultural experience."

The time they spend on location is filled with a wide variety of activities designed to make the experience a memorable one. "In Oaxaca, we visited a special education school where students actually taught lessons and met with teachers," says Zealand. "On another trip, the students conducted an art lesson with an after-school program. We visited the historical sites as well as a social service agency and an orphanage. Because dance is an important part of Mexican culture, the students took dance lessons and attended a folkloric dance performance."

During the trips, students gain invaluable knowledge from people they encounter informally and during scheduled activities. Students meet with politicians, university professors, activists from local universities, teachers, students of all ages, social workers, and museum curators.

"On one trip to Puerto Rico a student was very interested in music," explains Gordon. "So we included a visit to a music museum where the curator discussed the history of Puerto Rican music in terms of the distinct styles of music and their origins, as well as the instruments and how they were made and played."

As part of the course, students also select a project in an area of interest, which they must complete using campus and community resources as well as research carried out during their trip. "A student was interested in the Island of Vieques, off the coast of Puerto Rico, which has a history of U.S. military use," explains Gordon. "We were able to tour Vieques, to meet with a local community organizer, and to learn about the issues that affected the lives of the people living on the island. That visit became an important element in her project report as well as the topic of her senior thesis."

During the Quebec trip, students enjoyed a day-long visit to a First Nation site, which included a guided tour of the Huron Village, a traditional meal, a dance performance, and conversations with local residents. On another day, they visited the Quebec parliament accompanied by a congressman.



*Left: CNR students took an extensive guided tour of a traditional Huron village near Québec City. The tour included a lunch of authentic native American dishes served in the kind of pottery used by these indigenous people. Right: Diana Simoes and Julia Geronimo at a local archaeological museum in Oaxaca, Mexico.*

"Even those students that find it a little hard to follow a busy schedule," comments Segura-Rico, "appreciate the chance to get to know a country or city from a perspective different from that of a tourist. Some students have family ties to the countries they visit, or were born there. During the trip they discover places they didn't know before and learn to see the country with different eyes, to think critically about diverse aspects of the culture."

### Students Remember

Traveling across cultures can be exciting, stimulating, and highly rewarding. Such was the experience of many students who participated in Bridging Cultures.

"I signed up for Bridging Cultures not knowing that the experience would impact my life forever and that I would build friendships that will last a lifetime," says Sarah Young SAS'09.

Melissa Becker SAS'08 adds, "When I look back at my experience in Mexico, the most important thing that I discovered was that to fully grow as a person, you need to first be able to step out of your comfort zone and that it is okay to go to others for help and guidance."

Beauzethier says, "The impact is not only immediate but long-lasting. A year later, the students will reference their trip. When we studied the Caribbean almost a year after our Canada trip, students spontaneously made comparisons between what they saw in Quebec and what they were learning in the classroom about the French Caribbean."

"Prior to going to Puerto Rico, I didn't know what to expect," says Cassie Pratt SAS'10. "As a group, we explored many sites, museums, El Morro, a Taino ceremonial site, plantations, and El Yunque. These activities broadened my knowledge about Puerto Rican history and culture. In addition, it enabled me to further understand the dynamics of diversity. My trip to Puerto Rico allowed me to improve as a person in the sense that I am more open to others' perspectives and opinions. My Puerto Rican experience not only had a major effect on the way I view the Puerto Rican culture but also on the way I view myself as an American."



# Quenching the Thirst For A Better Life

CNR & **Hope for a Healthier Humanity** Bring Healthcare Education to the Impoverished of Latin America

By Irene Villaverde SNR'04, GS'08

For the College's School of Nursing, the partnership with Hope for a Healthier Humanity Foundation and its sister organization, The Pan American Catholic Health Care Network, was an opportunity to take the School's mission and philosophy to people hungering for real care and health care education in the Caribbean, Latin and Central Americas.

"In 2007, I attended a Hope for a Healthier Humanity Foundation fundraising event at which HHH Executive Director Mary Healey-Sedutto was presenting," says Dr. Mary Alice Donius, Dean of the School of Nursing. "I knew very little about the work of the Foundation. But after hearing Mary's presentation distinguishing the work that was being done, it was so evident that we and they had a symbiotic belief system, a congruency of mission and philosophy. I knew that night that we should be the Foundation's official nursing school. Happily, today we are just that."

"Simply put, our mission is to assist the peoples of the Caribbean and Latin America achieve sustainable improvements in healthcare and greater access to advanced education and training in the medical, dental, and nursing fields," says Healey-Sedutto. "Our partnership with CNR's School of Nursing has enabled HHH to achieve the goals we've set to a higher degree than I thought even possible."

During the past three years, CNR faculty and students have traveled to Honduras and Panama to instruct professional healthcare and lay workers alike in normal and high-risk maternity and OB policies, procedures, sterile technique, treatment of the diabetic patient, and infection control.

In May 2009, CNR Clinical Assistant Professor Monte Wagner accompanied a group of nursing faculty and undergraduate students who participated in a course for *promotores de salud*, lay healthcare workers, in Choluteca, Honduras. "These are people who usually live in the communities they serve, are clinical volunteers, community health workers or village leaders who have formal healthcare training," explains Wagner. "Some are nurses or dental technicians who have learned all they know on the job, but most simply, they are men and women who have a passion for helping others in their community."

Although to date Wagner has made six trips with HHH to Honduras and Panama, his experience in these remote areas predates his HHH involvement by many years, beginning with his work as an Army medic in 1989.

"I was 24 years old and didn't speak a word of Spanish when I was first sent to Central and South America to set up clinics, vaccinate livestock, and treat children infected with parasites," says Wagner. Now, nearly 20 years later as a nursing professor and nurse practitioner, he revisits many of the same impoverished locales as part of the HHH initiative, "walking the same streets, but in a different uniform."

Aurea Irizarry, an undergraduate nursing student who participated in the trip to Choluteca along with Wagner and Healey-Sedutto, described the experience as both uplifting and heartbreaking, especially with regard to the children living in such impoverished circumstances.

"I've never seen poverty on that level before. One night as we were walking back from dinner at a local restaurant, I saw little children with bottles trying to steal water from sprinklers. Still, the love and dedication these people feel for each other, and the way they welcomed us, was truly amazing. I'd never been out of the U.S. before, but I fit right in. I came back from Honduras with a true appreciation for all we have and all we take for granted and a deep desire to do more. I hope that more of our students will be given the opportunity I had."

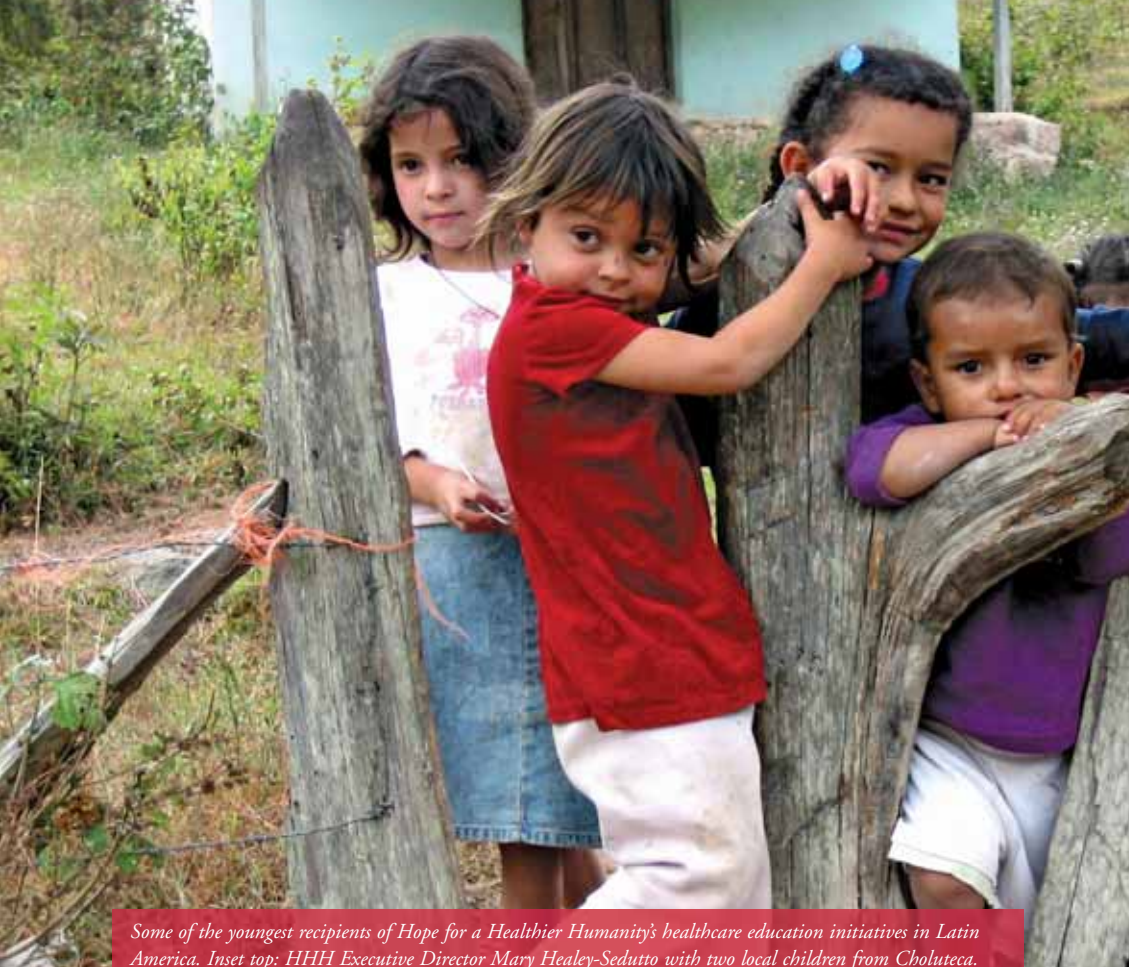
Healey-Sedutto says that Irizarry's experience is typical.

"The poverty is beyond anything you can imagine, indescribable poverty. Across the street from where we were training people, there was a tiny, tiny one-room shop where a woman sold cold water and sodas. She had two very young children, a boy about three and a girl about five. We learned that they were her grandchildren, abandoned by her daughter who had become a street worker. After two days, the grandmother

begged us to take the children home with us. She was willing to give up her own grandchildren because she knew they were born into poverty and would die in poverty, with no way for them to get out of Choluteca, to ever have an education or an opportunity. And so she begged us to take her grandchildren away from her.

“Whether you’re in a mud hut or a college classroom, every moment should be a teaching moment. It’s the ‘teach a man to fish’ principle: wealthy nations will readily drop hundreds of thousands of dollars worth of supplies into these countries, but if you haven’t taught the people how to use them, you’ve done no good at all.”





*Some of the youngest recipients of Hope for a Healthier Humanity's healthcare education initiatives in Latin America. Inset top: HHH Executive Director Mary Healey-Sedutto with two local children from Choluteca. Inset bottom: A student practices basic wound care procedure.*

"CNR's involvement in Honduras and in Panama has really taken us to another level. The faculty involvement certainly enriches our programs' initiatives, but more importantly, the student involvement adds something very special, very personal. You can see it in the faces of the people, the men and women who participate in our educational programs. It just happens every time we're there, somehow one or more of them manages to bring their children or their spouses, and it's important for them to involve their whole family in the experience."

According to Healey-Sedutto, the people who come to the program are hungry to learn and to learn as much as they possibly can, asking the faculty to "teach us everything you know."

Wagner agrees that "education is paramount" to improving the lives of the people most at risk due to poverty and lack of knowledge.

"Whether you're in a mud hut or a college classroom, every moment should be a teaching moment," he says. "It's the 'teach a man to fish'

principle: wealthy nations will readily drop hundreds of thousands of dollars worth of supplies into these countries, but if you haven't taught the people how to use them, you've done no good at all."

Typically, the first part of the HHH program focuses on childbirth and well child care before moving on to treatment of patients suffering from diabetes or hypertension. The second teaches techniques such as CPR and emergency and basic wound care.

In cases where there are no medical supplies available – and there are many – volunteers teach students to use common household items such as chicken wire and wood to make splints and plastic shower curtains and household bleach to create sanitary childbirth "bedding," a vast improvement over the dirt floors on which most women give birth.

"Increasingly, says Healey-Sedutto, "the faculty sees men coming to be trained in maternity and delivery methods. In Panama two men walked for two days straight, day and night, sleeping on the roadside, to get to the

class. At the end of the week, they set out and walked for two days in the beating sun on dirt roads to get back to their homes, proud of what they'd learned and thrilled to have had the opportunity to do it.

"They're so thirsty for knowledge, and so absolutely grateful. At the end of every single program, whether it's in Panama or El Salvador or Honduras, spontaneously the students have a party for us, singing and dancing and playing music."

Recalling his "warmest memory" of such a time, Wagner tells of sitting on a mud floor, watching smoke from the cook fire wafting along the hut walls, eating two fried eggs, white rice, and tiny fresh water shrimp, and drinking a warm Coke. "It was the best meal I have ever had."

In the end, he says, "We all leave with a sense of humility, torn between satisfaction in knowing that we've 'done the right thing' in giving them knowledge, hope, and encouragement and sadness in having to leave them then to their own devices without our being there to see them through."





**Sr. Esther Capestany, OSU**  
SAS'58  
Peru, South America



**Dr. M. Kathleen Madigan**  
SAS'80  
Senegal, Africa



## Lessons from Around the Globe

CNR graduates have long worked and lived in all parts of the world. Here are two such alumnae... By Nora Sharkey Murphy

### **Sr. Esther Capestany, OSU, SAS'58**

"You can do very little evangelization if you do not know a country's culture and do not LOVE the place you are," explains Sr. Esther Capestany, who has spent more than 40 years working in Latin America as a teacher, catechist, and provincial leader.

Sr. Esther's work has taken her from the urban center of Lima to the country's mountain villages. She has helped form young sisters and traveled throughout Peru as part of a team of religious and priests preparing teachers to pass on the Catholic faith. She has lived among the poor when she was directress (principal) of an Ursuline school for poor children

*(continued on page 29)*

### **Dr. M. Kathleen Madigan SAS'80**

Living abroad offers a birds-eye view into a culture that builds bridges and creates "ripple effects that change the global connection," says Dr. M. Kathleen Madigan.

Her experiences as a student and lecturer in France, Spain, and Germany taught Katie the value of getting out into the streets of a foreign country, "listening to and observing what goes on around you." Her year in Senegal as a Fulbright lecturer/researcher confirmed her belief that "literature is inextricable from language and culture." The opportunities to taste new food, listen to language spoken by natives, and participate in daily life offered a rich insight into people of

*(continued on page 30)*



## Sr. Esther Capestany

(Continued from page 28)

in the slums of Lima, and she has served as Provincial of the Peruvian Province.

"I brought my experiences from New Rochelle to Peru and the other countries in which I have lived. My capacity to enter into other cultures began at the College where I had companions from different places," she recalls.



Born in Havana, Cuba, Sr. Esther has lived in the United States, Europe, and Latin America. She entered formation as an Ursuline at the Central Province Novitiate in Chrystal City, MO, and came to The College of New Rochelle to earn her bachelor's degree in biology. Aside from studying in a foreign language, the transition from Cuba to the United States was an easy one. "My father graduated from college in Virginia, and my Ursuline teachers in Havana were Americans," she remembers, noting, "I had visited the United States so it was not so foreign to me."

As Fidel Castro was coming into power, she returned to Cuba and enrolled in a master's program in philosophy and the humanities at the National University. First assigned to an Ursuline School in Mexico City, she could not get a resident's visa, so she was reassigned to Santa Maria School in Lima, Peru, the country that would become her home.

While she was directress of studies at the School of Evangelization and Catechetics in Lima in the late 1960s, Sr. Esther lived in a convent in Miramar, a slum area of the city, attached to a free school for poor children run by the Ursulines. "Because every Catholic child in Peru receives religious instruction in public schools, I also traveled

outside Lima during that time with other religious and priests preparing teachers to teach the Faith."

Despite her travel outside the city, "it was the devastating earthquake in 1970 that introduced me to the real Peru," she recalls. As a member of a team of religious and priests, Sr. Esther traveled to the mountains to help the people in a town that was destroyed. She met people who lived in the small



village far from the country's major cities and discovered a world without education, medical care, electricity, or the amenities of civilization. "Since that moment," she stresses, "we, as Ursulines, have felt the need to serve in the far away regions of our country."

Meeting the needs of those villages was her major challenge when she was named Superior to the Ursulines of Peru in 1976. "While I could not go myself, I could help our sisters and encourage them to go out of Lima to serve in the jungles and in the mountains," she explains.

The Ursulines established a jungle mission in Madre de Dios in southeastern Peru, but when an accident forced the mission to close, they joined with the Jesuits to serve 20 communities in the mountain region of San Juan de Jarpa. They continued their work until terrorists invaded the area and they were forced to leave. "We never forgot our commitment to the area, and we went back years afterwards to Sapallanga-Pucara in Junin, where we are still serving," she says with satisfaction.

When Sr. Esther discusses the challenges of living in another country, she speaks of the challenge of service. While she was Superior of the Ursulines in Peru and Secretary to the Latin American Conference of Religious Men

and Women, she was also principal of the school for poor children in Miramar. "In addition to educating the 750 boys and girls ages 2 to 12 years of age, we fed, clothed, and offered a range of services to them. My challenge was to get people to help us help the children," she says noting that Santa Ursula School in Lima is the school's primary support.

Over the years, Sr. Esther has lived

in Rome at the Ursuline Motherhouse for both her own renewal in 1963 and, in 2003, when she was asked to accompany a group of Latin American sisters during their renewal. She has lived in Belgium where she studied at the Lumen Vitae Pastoral Institute in Brussels. In her work with the Ursuline Community in Latin America, she has lived in Chile and Venezuela. Each time, she has returned to Peru.

Today, Sister Esther lives in Lima, where she is prioress of the Ursuline community at Santa Ursula School and serves as adviser to the school's lay directress and directs the alumnae association. She is also adviser to the Ursuline Associates, who she introduces as "a group of 25 women, mostly teachers in both of our schools in Lima, who meet regularly each month to deepen in Ursuline spirituality."

"I love Peru very much," she says noting that "I suffer with the injustices I see we have and I rejoice in all the beauty of the landscape."

Sr. Esther's love and admiration of the Peruvian people led her to apply for status as a Peruvian national, which was granted in 1968. "I have been a real Peruvian for 40 years," she says with joy and "I am proud of it!" ■

## Dr. M. Kathleen Madigan

(Continued from page 28)

Senegal and expanded her horizons as a professor of modern languages.

Katie Madigan arrived at CNR planning to study biology and become a medical illustrator. “I took a course in conversational French to fulfill a requirement and met two extraordinary women, Dr. Ann Raia and Dr. Barbara McManus, whose passion for language,

provided the incentive to begin the search for those stories and develop new material on Africa. “In a real way, Senegal chose me,” she laughs.

Katie went to Dakar on the west coast of Africa in 2003, where she spent a year researching the lives of Senegalese women and collecting their stories. “Human stories are crucially important in understanding a country and its culture,” she explains.

other threads to the tapestry of the Senegalese women’s experiences.

But it was the African writers who contributed most to Katie’s understanding of the world in which she was living. Their work became the substance of the recently published textbook, *Neuf Nouvelles: Hommage aux Sénégalaises* (2008), which Katie edited. The stories she set out to find form the basis that opens the world of African



culture and literature changed my life,” she remembers. As a result, she switched her major to English, French, and comparative literature. Her CNR professors in those disciplines inspired, challenged, and guided her to delve into cultures through language and literature.

The seed sown at CNR grew as she earned a master’s and doctoral degree in comparative literature at the University of North Carolina-Chapel Hill and a master’s degree in Spanish language and civilization at the Universidad de Salamanca (Spain). She taught modern languages at King College in Tennessee and now is professor of modern languages and assistant dean of the College of Arts and Sciences at Rockhurst College, a Jesuit school of 3,000 students in Kansas City, MO.

Her interest in literature and language has “always contained a thread of interest in women,” Katie notes, something that traces its roots to CNR. This led her to discover stories about the women of Senegal. “The writers were vibrant but the stories focused on the dark side of the women’s experiences. I was sure there were positive stories,” she recalls.

When an application for a Fulbright Scholarship came across her desk, it

The booming city of Dakar was a new experience of living abroad for Katie, who had lived in several European countries. Although Senegal is a former French colony and the country’s official language is French, local dialects have made their way into every day speech. “You learn to adapt by understanding the cultural context of things,” she explains.

She grew accustomed to meaningless bus schedules (“the buses leave when they are full, not on a time table”) and bartering for everything including cab fare (“bartering is social interaction as much as it is commerce”). In Senegal, the Muslim religion “permeates everything. It is impressive.” When the call for prayer is sounded, meetings pause and the participants take their prayer mats and go off to pray. And while the food is “wonderful,” she reserves her fondest comments for the people and how their generosity, hospitality, and graciousness created friendships.

Katie’s students at École Normale Supérieure in Dakar offered one look into the life of the people and their beliefs. Her interaction with colleagues provided another view. She met with historians, psychologists, and social workers to better understand the women whose stories she was collecting. They added

women to students here.

The men and women “trusted me enough to tell the stories,” stories that focus on women’s experiences and issues. Some are written by men speaking out for women, others are written by women looking at the same issue from different points of view. Some are factual while others are fiction based on fact. All bring the African culture alive. Hearing their stories “transforms the way we consider people,” she says.

Katie shares her journal from her year in Senegal with her students at Rockhurst, something which she has done since she returned. They like “the reality of hearing from a person who has lived there. They recognize the passion in the personal experience,” she stresses. Her students are now “first readers” of the stories and are “seeing the experiences through the eyes of real people,” Katie observes.

She is looking for “reasons to go abroad again” but, for the moment, Katie is determined to find ways for other teachers to travel abroad. “We are an international community,” she says noting that living in another country “highlights the reality of our differences as well as our similarities,” an understanding that Katie believes can build peace. ■



*President Sweeny congratulates a graduate.*



*Erica Espinoza, Alexandra Gizzo, & Chitralkha Das received their fine arts degrees from CNR.*

## College Confers 1,200 Degrees at Commencement

On May 21, 2009, the College celebrated its 102nd Commencement. Approximately 1,200 baccalaureate and master's degrees were awarded during Commencement exercises at Radio City Music Hall. This year, honorary degrees were conferred on Michael J. Brescia, Executive Medical Director of Calvary Hospital; Joan E. McVetty Bristol, Vice President for Student Services, The College of New Rochelle; and Brother Tyrone Davis, CFC, Executive Director, Office of Black Ministry of the Archdiocese of New York.

*Top right: Emily Solomon, Kathy Fell, Margie Wilson, & Tina Marie Lopez received their master's degrees.*

*Top Middle: Board of Trustees Chair Michael Ambler (l) and CNR President Stephen Sweeny (r) with honorary degree recipients Michael Brescia, Joan Bristol, and Brother Tyrone Davis.*

*Top bottom: Megan Showell SAS'09 was the fourth generation in her family to graduate from CNR. The first was her great-grandmother, Dorothy Cunneen Kenna, in 1927. Here Megan poses with her aunt, Joan Cleary Valenti SAS'81; grandmother, Cynthia Kenna Bielling SAS'55; and her mother, Karen Bielling Showell SAS'78.*



# Alumnae Return for Reunion

ALUMNAE FROM CLASSES ENDING IN 4S AND 9S enjoyed a beautiful June weekend at CNR as they reunited at the 71st annual Alumnae/i College. During the weekend, alumnae chatted, laughed, and reminisced over meals and celebrated their classmates during the awarding of the Women of Achievement, Ursula Laurus, and Angela Merici awards.



**PHOTO A:** Margaret Pasquariello Holtman SAS'69 & Robin Zaleski SAS'89 **PHOTO B:** Petey McKillop Ambrose SAS'59, Jane Seidel Kresser SAS'59, & Paula Farrell Shea SAS'59 **PHOTO C:** Danielle DeVincentis Stanley SAS'64, Elaine Donovan Blair SAS'64, GS'92, Janet Donnelly SAS'44, & Mickey McCormack Daly SAS'44 **PHOTO D:** Members of the Class of '69 chat at lunch: standing Markie Hennelly Burke & Nancy Allain and seated Laureen Donnelly & Doreen Cassidy Thibadeau. **PHOTO E:** Barbara D'Arcy White SAS'49 & June Langran Crabtree SAS'49 **PHOTO F:** Maria Prainito Pedersen SAS'84 & Cathy Collins Donohoe SAS'84 **PHOTO G:** Jackie Butler Vacheron SAS'59, Jean Lilly Sweeney SAS'59, Brenna Sheenan Mayer, VP for College Advancement, & Peggy Whyte Lyons SAS'59 **PHOTO H:** Irene St. John O'Keefe SAS'89, Margaret Sande Eschmann SAS'89, & Pam Bodine Pargen SAS'89 with Pam's newborn son Jack Joseph **PHOTO I:** Sue Johnson SAS'69, Patricia Miod Kriss SAS'69, Mary Jo Rocque Pittoni SAS'69, & Lynn O'Rourke Bride SAS'69. **PHOTO J:** Rowena Larkin Morris SAS'59, Olga Antignani Nespole SAS'59, Mary Ellen Nugent Falk SAS'59, Anne Meyer Pollard SAS'59, Angela Bannon Healey SAS'59, & Mary Ann Geraci Marriott SAS'59 **PHOTO K:** Angela Merici Medal recipients pictured with CNR President Stephen Sweeny are (l to r): Eileen Mylod Hayden SAS'59, Florence O'Donovan SAS'39, & Carole McCarthy Nicholson SAS'59







## 2009 Award Recipients

### Angela Merici Medal

Florence O'Donovan SAS'39  
Eileen Mylod Hayden SAS'59  
Carole McCarthy Nicholson SAS'59

### Ursula Laurus Citation Recipients

Joan Coyne Martin SAS'44  
June Langran Crabtree SAS'49  
Margaret Heinchon Johnson SAS'49  
Claire Waterbury Philips SAS'54  
Mary Ellen Nugent Falk SAS'59  
Marcia Moynihan Norton SAS'59  
Jill Ganey Sullivan SAS'59  
Jean Lilly Sweeney SAS'59  
Joan Fiori Blanchfield SAS'64  
Jane Murphy McGrath SAS'64  
Margaret Pasquariello Holtman SAS'69  
Anne Schreck LaRoche SAS'74  
Elizabeth Donovan Nolan SAS'79  
Susan Morrison SAS'84  
Maria Prainito Pedersen SAS'84  
Robin Zaleski SAS'89  
Jenna Sunderland Barresi SAS'99  
Nicole Totans SAS'99

### Women of Achievement Award

Mary Jo Dwyer Murnane SAS'69





## ALSO...

**WELLNESS CENTER  
WINS AWARD**

In April 2009, The Wellness Center won a New York City Building Type award, one of the highest awards given by the New York City American Institute of Architects.

**NEW WEBSITE LAUNCHED**

In January 2009, CNR launched their new website. The Office of College Relations worked with Peapod Design of New Canaan, CT, to create the site. Check it out at [www.cnr.edu](http://www.cnr.edu).

**MATH DAY AT CNR**

More than 100 students and 18 teachers from six local high schools participated in the second annual Sonia Kovalevsky High School Mathematics Day for Girls held at CNR on February 13, 2009. Sponsored by Con Edison, the event, which featured math and science problem-solving contests and a career panel, encourages young women to continue their study of mathematics as they move from high school to college. A second Math Day was held this November for students from schools in the Brooklyn Archdiocese, with a third planned for next spring.

**URSULINES TO MERGE  
PROVINCES**

The Ursulines of the Roman Union in the four provinces of the United States (Central, East, Northeast, West) have announced the decision to form one province in the United States. This decision will take several years to implement.

## New Dean of Gill Library Appointed

In July 2009, CNR President Stephen Sweeny announced the appointment of Ana Fontoura as Dean of Mother Irene Gill Memorial Library.

Fontoura began her career at the College in 1987 as a periodicals assistant. At the time of her appointment as Dean, she was serving as an Assistant Professor/Electronic Resources Librarian. Her professional background includes more than 21 years of combined library experience in Technical Services, Periodicals, Reference, Teaching, Staff Training, and Electronic Resources in academic and school libraries. Fontoura has also worked for the Yonkers School System and as a liaison to the Ursuline School in New Rochelle and Sacred Heart Grade School in Yonkers. In all of her endeavors, she promotes information literacy at all levels not only in her library instruction sessions but also

through collaborative efforts with other faculty and administration. An active member of the College Community chairing and serving on many committees, Fontoura's interests include trends in library innovation, management of electronic resources and technology, children's literature, and promoting lifelong learning.

Fontoura earned her B.S. in Psychology and M.S. in Gerontology from The College of New Rochelle and her M.L.S. in Library Science from Queens College of the City University of New York. She is currently pursuing a certificate in Leadership and Management from the New York Library Association.



## School of Nursing Receives \$50,000 Grant from the Verizon Foundation for Telenursing Pilot Program

The School of Nursing has received a two-year, \$50,000 grant from the Verizon Foundation to support a telenursing pilot program. The School is one of the first baccalaureate nursing schools in the nation to incorporate telenursing into its formal Home Healthcare Nursing curriculum.

Working in a simulated home healthcare environment with a computerized manikin "client," CNR's nursing students will use telenursing technology – Internet connection, video and voice, and data communication telemonitoring set attached to a TeleStation – to allow clients or caregivers to perform their own measurements at home. These measurements may include vital signs, heart rhythm strips, and other important data. The results are automatically transferred via the Internet and sent to the care manager who has access to clinical review software. This



*At the presentation ceremony are (l.-r.) Tom McCarroll, Verizon executive director of state and local government affairs, Dr. Mimi Donius, Dean of the School of Nursing, & Patrick Gaston, Verizon Foundation President.*

technology may replace a home visit or show that a visit is needed. The telenursing simulation experience will enable students to master new technology and to promote further technological innovation related to providing access to better home health care. In addition, the simulation experience will foster student understanding of how to educate clients and families in the use of technology to access reliable Internet information, thereby increasing self-care



## CNR Celebrates Founder's Day



Accepting the 2009 Serviam awards from Executive Vice President Dr. Ellen Curry Damato (far left) and Dr. Joan Bailey, Vice President for Mission and Identity (far right) are (l to r) Miriam Williams, Leigh LaBrake, Yasmin Molly, and Natalia Martinez.

The College celebrated the 105th anniversary of its founding in October with a series of events. On October 22, 2009, the College Community gathered for Mass and then a luncheon where four students were honored with Serviam awards. The award, inaugurated at the College by the Ursuline Institute and now continued by CNR, highlights extraordinary volunteer service to family, church, school, community, society, and/or the larger world. This year's recipients were School of New Resources student Miriam Williams, Graduate School student Leigh LaBrake, School of Nursing student Yasmin Molly, School of Arts & Sciences student Natalia Martinez.

That evening, Dr. Christine Firer Hinze, Professor of Theology at Fordham University, shared her

insights on the changing role of women in American society and how key women, from Mother Irene Gill to Sr. Dorothy Ann Kelly, advanced the role of women through education. Dr. Hinze has her Ph.D. in Christian Social Ethics from The University of Chicago. Her research interests include Christian social ethics, Catholic social thought, liberationist and feminist ethics, foundational issues in Christian social ethics, power and social transformation, and

economic ethics in relation to work, family, and gender.

The following day, "Issues of Catholic Social Justice" was the focus of a lecture by Cardinal Oscar Andrés Rodríguez Maradiaga, SDB, Archbishop of Tegucigalpa, Honduras, who is only the second cardinal from Central America. He has spoken out repeatedly on social justice issues and in defense of millions living in abject poverty. He was the Vatican's spokesperson with the International Monetary Fund and the World Bank on the issue of Third World debt. At Commencement in 2008, The College of New Rochelle awarded him an honorary degree.



Watch the videos of both Founder's Day lectures at [www.cnr.edu/newsandevents](http://www.cnr.edu/newsandevents)

## ALSO...

### CNR HONORED FOR COMMITMENT TO ENVIRONMENTAL HEALTH

The College was honored for its commitment to environmental health by the New York League of Conservation Voters (NYLCV) at a reception on February 17, 2009. CNR was one of five colleges in Westchester County presented with the League's 2009 Environmental Champion Award for efforts to expand environmental education and "green" their campuses.



### SPRING CLEAN UP

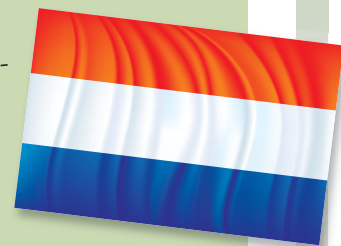
The City of New Rochelle's Huguenot and Jack's Friendship Garden Parks received a spring cleaning on April 28, 2009, thanks to a team of 50 volunteers from The College of New Rochelle. This was the final community service event of the spring semester coordinated by CNR's Office of Campus Ministry. CNR volunteers painted benches and picnic tables, spread topsoil, and cleaned up the twin lakes shoreline.

## DUTCH NURSES VISIT CNR

Visiting Dutch nurse practitioner (NP) students toured The College of New Rochelle's Main Campus on March 23, 2009 at the invitation of the School of Nursing. The students were officially welcomed to CNR by School of Nursing Dean Mary Alice Donius, who later spoke to the group about the future of health care in America. This is the third trip for the NP students from the Netherlands to study advanced practice nursing education, regulation, and practice in New York State. Nurse practitioners are allowed to diagnose and prescribe medications. After touring the campus, the students spent the evening in lively

discussion with family nurse practitioner students from CNR.

In October 2009, School of Nursing Associate Dean Mary McGuinness in turn visited the Netherlands, staying in Maastricht and South Limburg, where she demonstrated advanced nursing practice to those at Zuyd University and had the opportunity to visit clinics and hospitals and shadow nurses. "It was an astonishing learning experience," she said. "They are very progressive both academically and professionally."





©The Metropolitan Museum of Art/Art Resource, NY.

## Finding God in All the Galleries

The College of New Rochelle was fortunate to host a four-part lecture series on “Finding God in All the Galleries” by Reverend Leo J. O’Donovan, S.J., president emeritus of Georgetown University, past president of the Catholic Theological Society of America, author of scholarly articles on systematic theology, and esteemed former Trustee of The College of New Rochelle. The special event was sponsored by the Office of Mission & Identity.

“As the liturgical year celebrates the mystery of faith, art over the centuries has imagined and reimagined that story, its forms, and its meanings,” said Dr. Joan Bailey, Vice President for Mission & Identity. “Father Leo’s lectures showed how art and faith enlighten, challenge, and/or correct each other using the framework of the liturgical year – Advent, Ordinary Time, Lent, and Eastertide.”

On the following pages, we present selected pieces from that four-part series:

### ▲ Lecture One: Advent “Imaging Incarnation”

#### *Peaceable Kingdom*

Beginning with Isaiah, Father Leo linked the prophet to folk artist Edward Hicks and his renowned work *Peaceable Kingdom*, a work done in 1830 that is part of the Metropolitan Museum of Art collection. In pointing out the political and social significance of this painting and how Isaiah’s words were “brought up to date,” Father Leo focused on the distant ravine and the small figures in the oil painting. The founder of American Quakerism, William Penn, is depicted concluding a treaty with the Indians, while the figures in the foreground, the ox, lion, lamb, and children illustrate Isaiah’s words from the Bible:

*The wolf shall also dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them.*



For information on upcoming events presented by the Office of Mission & Identity, visit [www.cnr.edu/aboutcnr/missionandidentity](http://www.cnr.edu/aboutcnr/missionandidentity).



## Lecture Two: Ordinary Time ► “A World of Grace”

### *The Annunciation Triptych*

The Annunciation Triptych of the Cloisters Collection, which Father Leo calls one of the greatest works of art at the Metropolitan Museum of Art, belongs to a group of paintings associated with the Tournai workshop of Robert Campin (about 1375-1444), who is sometimes referred to as the Master of Flémalle.

Here, again, Father Leo identified religious themes embodied in the exquisitely executed artistic elements. He pointed out, for example, how this lovely Triptych done in 1425 was the hallmark of the emergent Early Netherlandish style, and that the owners would have purchased the triptych as an aide in private devotions.

In this painting the angel Gabriel is about to tell the Virgin Mary that she



©The Metropolitan Museum of Art/Art Resource, NY.

will be the mother of Jesus. Golden rays pouring in through the left oculus carry a miniature figure with a cross.

Father Leo explained it was well understood that the flame of the candle, symbolic of God's divinity, which had just been extinguished was, “a reference to the Incarnation, the moment when God became man.”

In the right wing, Joseph, betrothed to the Virgin, works in his carpenter's shop. The mousetraps are thought to allude to a line from the Sermones of Saint Augustine: “The cross of the Lord was the devil's mousetrap; the bait by which he was caught was the Lord's death.”

## Lecture Three: Lent ► “Meditations Before the Cross of Christ”

### *Christ Crucified*

“To my mind,” said Father Leo, “this is the greatest of all crucifixions.” *Christ Crucified* was painted in 1632 by Diego Velázquez, a Spanish painter and the “country's greatest baroque artist,” who, with Francisco de Goya and El Greco, forms the great triumvirate of Spanish painting. The painting was done very early in Velázquez's life and is now in the Museo del Prado. “You have to wonder not only how he had the skill to do this but how he had the feeling and the theological perception,” said Father Leo, pointing out that the painting is a very abstract piece. “It's the Lord before whom we kneel in hope of redemption. He has just died and Velázquez has this incredible idea to drop his head slightly to the right, which was the convention, is the convention. Almost always if Jesus' head falls it falls slightly at least to the right. The hair covers the whole right side of his face which adds incredibly to the mystery of his just having died.”

© Museo Nacional del Prado – Madrid – Spain.



## Lecture Four: Easter Time ► “The Risen Christ”

### *The Resurrection*

According to Father Leo, few paintings are “as theologically exact as El Greco's *Resurrection*” a painting which is today in the Museo del Prado. Christ is shown in a blaze of glory, striding through the air and holding the white banner of victory over death. “What I value in this painting,” said Father Leo, “is its incredibly dexterous composition. The figure of Christ and the figure of the fallen soldier are almost exactly parallel to each other.

© Museo Nacional del Prado – Madrid – Spain.



The powerlessness of the sword, the power of love – this is, to my mind, a painting of the triumph of God's love over death in the risen Jesus, with the soldier fallen here not so much as a casualty of a tomb incident, but as a fear metaphor for the ultimate emptiness of simple physical power.”

## Blue Angels Volleyball Team Wins HVWAC Championship

### Team Goes Undefeated for Season



On November 1, 2009, the CNR Blue Angels Volleyball Team won the Hudson Valley Women's Athletic Conference Championship, upsetting Pratt and Medgar Evers colleges to take the title. CNR also went undefeated in conference play this season. CNR junior Patrice Marshall was named 2009 HVWAC

Tournament MVP. In the semifinal and championship games, Marshall tallied 32 digs, 10 kills, five aces, and a block. The junior committed only five hitting errors in 53 attempts. Three CNR players, Zena Jamal SAS'12, Elizabeth Johnson SAS'13, and Kristina Nilaj SAS'13, were named to the 2009 All Conference Team.

## CNR's Kristen Ferranti Named 2008 HVWAC Swimming Coach of the Year

Kristen Ferranti, CNR's Blue Angels swimming coach, was named the 2008 Swimming Coach of the Year by the Hudson Valley Women's Athletic Conference (HVWAC). Criteria for the HVWAC's Coach of the Year honor includes outstanding success during the current season, demonstrated significant team improvement from the prior season, and a high level of professionalism, integrity, and sports knowledge.



Ferranti earned her BA in Communications from Marist College, where she was a Division I Scholarship winner in swimming and water polo. While at Marist, Ferranti was named a Marist College and Metro Atlantic Athletic Conference Champion in the 200 Freestyle. She is currently pursuing a master's degree in Special Education/Elementary Education at CNR.

## WOMEN'S RUNNING PIONEER SPEAKS AT FITNESS FOR LIFE DAY

KATHRINE SWITZER, the first woman to run the Boston Marathon, shared the inspirational story of her life and career in a packed Romita Auditorium on September 17, 2009. Switzer gained world-wide notoriety as the woman who challenged the all-male tradition of the Boston Marathon by being the first woman to officially run the race in 1967. As recapped in her most recent book, *Marathon Woman*, her entry created an uproar when a race official tried to remove her forcibly from the competition. The "Boston Incident" only strengthened Switzer's resolve to excel athletically. To date, she has run 35 marathons, won the 1974 New York City Marathon, and ran her personal best of 2:51.33 by finishing second in the 1975 Boston Marathon (at the time, the sixth best women's marathon time in the world and third in the United States).

The Switzer lecture capped the College's Second Annual Fitness for Life Day, a day devoted to health education for all members of the CNR Community. The day's events begin at 9 a.m. with a one-mile Fun Run and Walk around the campus. Activities also include fitness seminars, workshops, exhibits, and tours of the College's state-of-the-art Wellness Center.



Watch the Switzer lecture video at [www.cnr.edu/newsandevents](http://www.cnr.edu/newsandevents)

## CNR Sophomore Wins HVWAC Cross Country Championship

CNR sophomore Alyssa Beasley SAS'12 captured first place in the Hudson Valley Women's Athletic Conference (HVWAC) championship race at Purchase College on October 25, 2009. Alyssa, running with four others behind the leader over the first mile, came out of the pack to challenge Sarah Lawrence's Erica Nichols and take first place – winning in 22:26 by 6 seconds. Cynthia Rodriguez SAS'11 finished in 15th place with a time of 25:30 to win her first medal of the season. Nine runners from The College of New Rochelle competed in this championship race.

In addition, Alyssa was selected as the HVWAC Cross Country Runner of the Week twice in October 2009. A biology major, Alyssa is in her second season on the CNR Cross Country Team, and this year she is the team captain and the top runner. Alyssa is also one of CNR's Wellness Coaches, a new initiative at CNR in which students receive 12 hours of training as peer educators and pass a national certification exam, enabling them to assist the Director of Wellness Education with programming.





## FLEXING YOUR GIVING MUSCLES

BY LINDA DAVID, EXECUTIVE DIRECTOR OF CAPITAL CAMPAIGNS



*"Oh, hail New Rochelle for the gifts that will bless us, now and forever."*

That refrain from CNR's *Alma Mater* written by C.J. Fields ran through my head as I read an article on "Philanthropy and Gender: Not Your Mother's Bake Sale," by Marts and Lundy Senior Consultant Martha Keates. What she says has great relevance to The College of New Rochelle.

There is no doubt that American women are gaining economic power. Keates' article begins by saying that in 2010, women will control 60 percent of the wealth in the United States. That's an astounding \$7 trillion!

According to Keates "women start more than 400 new businesses each day. Add to this the intergenerational wealth transfer, and the undisputed fact that women live longer than men... and pretty soon you're talking about real money."

Her article draws on many studies and expert observations. Some of these may be revelations to you, but most will be reminders.

- Women make 83 percent of household consumer decisions.
- Some of the most enduring charitable activities were conducted by women.

- Women are increasingly discovering the power of philanthropy and flexing their giving muscles.

There are also generational differences in the way women give. Women in their 80s are less likely to see money as "theirs," often giving to causes their husbands support. Women in their 70s are motivated less by recognition and more by being engaged. Women in their 60s view philanthropy as a way to enact social change, while women in their 50s have both inherited wealth and time to work/earn more, bringing greater independence in terms of gift decisions, and demanding accountability.

Martha Keates concluded her article by reminding us that:

- women are good at finding ways to make change; they look for clues on how giving can address their interests and passions.
- the role women play in determining the family's philanthropic activity is underestimated.
- women value education.

On the following pages, CNR graduates Marge O'Connor and Jane D'Apice Vergari describe their own reasons for giving to CNR. They are among thousands who collectively have contributed \$97 million since CNR opened its doors in 1904. This is worth repeating because it demonstrates the magnificent legacy of support from CNR graduates: \$100 million in contributions! *We stand to salute you* (so goes the *Alma Mater*)! Many CNR graduates have the same values Keates describes. Many helped to establish the trends and patterns about philanthropy and gender that inspired this article.

In the School of Arts & Sciences, three out of every four have con-

tributed to CNR during one year or another (we call them donors ever). That is phenomenal – to have 75 percent donors ever in SAS! In the School of Nursing, the ratio is 1:3 donors ever. It's 1:4 in the Graduate School and 1:5 in the School of New Resources. All of these graduates of CNR contributed to that \$100 million total.

Right now, CNR has 31,000 active graduates, mostly women.

Too often, the importance of giving *something* is dismissed; a gift is unsent or a pledge is unfulfilled. Some may think their gift doesn't matter much.

But, it does, especially now.

If each of the 11,000 graduates who are also donors understands the value of a gift to CNR of ANY amount he or she can afford, and "flexes those giving muscles" every year, the number of contributors to the College would triple, providing additional support for students facing less access to loans and reduced financial aid.

*Every gift matters. In the quantity of gifts, the quality of support for all CNR students emerges!*

Lyricist C.J. Fields probably didn't have charitable gifts in mind when she composed CNR's *Alma Mater*, but understanding women – particularly CNR women – and the way they approach philanthropy will continue to be vital to... *"the gifts that will bless us, now and forever."*



For complete article by Martha Keates, go to: [www.martsandlundy.com/news\\_women\\_in\\_philanthropy.php](http://www.martsandlundy.com/news_women_in_philanthropy.php)

For lyrics to CNR *Alma Mater*, go to: [www2.cnr.edu/100/cnr-almamater.html](http://www2.cnr.edu/100/cnr-almamater.html)

To make a gift to the college or for further information, please visit the website at [www.cnr.edu](http://www.cnr.edu), call 1-800-474-4232 or email [partners@cnr.edu](mailto:partners@cnr.edu).

## Jane D'Apice Vergari SAS'71

### \$50,000 to CNR's Capital Campaign



I never started out wanting to go to CNR – in fact, despite all I had heard, it was never on my radar screen simply because my mother had gone there and I would die before I went to the same school my mother went to – and all girls, no way!

Fate played her hand however since my mother stuck a compass point in Yonkers, NY, and drew a 10-mile radius – any college that fell within the circle was acceptable, except to me. She told me I could apply outside of the circle if, and only if, I were to make it into Radcliffe (never applied) or Cornell (applied, wait-listed, and subsequently rejected).

Why those two schools I will never know, but by April 1967, I was a high school senior with no college. Then I met Sr. Dorothy Ann Kelly who took pity on me when my mother dragged me to the one place I would never give in to – The College of New Rochelle. The rest is history as they say.

I was a “day-hop” the first two years and when offered one year to board, I chose junior year thinking (correctly so) that if I did well, my parents would capitulate to a second – I have often wondered what my life

would have been like had CNR not been as integral as it was. The College has been, and continues to be, the foundation of many of my current friendships. I know I can call any of my college friends and be received as graciously as I would have 40 years ago, and it would be extended in return. Four years in a small college effects a bonding that is unique and, in my case, has lasted a lifetime.

Those college years have also provided much of the foundation for the tenets that govern my behavior. I am a strong believer in nurture vs. nature and while my family set the groundwork for my life, CNR fed that nurturing through its administrators, with class acts like Sr. Dorothy Ann; through its professors like Dr. John Lukens (crushes notwithstanding – it is now out there!); through its rules (abided and not!); and through its all-women student body.

I never felt I could not hold any position on campus or belong to any club I wanted. More importantly, I did all of this with other women who were far more determined and talented than I. What a gift!

I love The College of New Rochelle. Yes, it has segued into a different institution than it was when I was there, but at its core, its purpose remains solid – *to educate and develop successful women who are capable and confident about their worth.*

CNR will not be everyone's cup of tea as a college of choice. For some it will be too small, for some too close to home. Many will note the lack of “guys” in the School of Arts & Sciences, but it is still here making a strong statement with highly regarded baccalaureate, master's, and nursing

programs plus an alumnae list of Who's Who that would rival any Ivy League institution. CNR takes a back seat to no school and its women continue to contribute on a world stage confident about their worth.

One of my great pleasures has been to get to know Dr. Stephen Sweeny who holds the spirit of CNR in his heart and proudly wears it on his sleeve every single day. For me personally, it would be devastating for The College of New Rochelle to go away, and that is why I continue to support this wonderful school.

I don't want to forget that I was on campus when we first got to wear pants to class, opened the first “Rathskeller,” were allowed to have beer in our dorms, and participated in the first Holy Cross co-ed week. I also don't want to forget the heart-wrenching strike CNR's students called that tore our little college apart for a war that was tearing our country apart. But true to CNR's spirit, we did not throw smoke bombs, we did not destroy structures – we used what we had learned in its classrooms and had fierce, intelligent, respectful debate over seriously complicated issues. And we survived intact.

I don't want CNR to go away because my memories will never go away. I want to teach my grandchildren Swimphony ballets and proudly show them the new Wellness Center that stands where Grandma had “gym.” But most importantly, I want to show them the new Teacher's Room in Mooney Center named for their great-grandmother, Jeanne Romano D'Apice, Class of '44, who always knew her daughter would find her “worth” within those 10 square miles.



## Marge O'Connor SAS'66

**\$313,000 gift of insurance to CNR's Capital Campaign**



The College has always been an important part of my life. My grandmother (Dorothy Brosmith McEvoy) and her older sister (Mother Elizabeth Brosmith, OSU) were both Class of '11. Mother Elizabeth, after life as a missionary, came home to the Castle and lived out her last years there. Visiting her, I played as a child on the green between the Castle and Maura.

My aunt [Dorothy] Anne McEvoy Counihan was the first daughter of an alum to graduate from CNR in 1937. Her daughter, Sr. Martha Counihan SAS'67, is the archivist for the College. My mother (Peggy McEvoy O'Connor '41) and one of her sisters (Jean [Mary Jane] McEvoy Harnett '38) also attended. My mother's best friend in college, Winifred O'Connor Byrne '42, introduced Mom to her brother Joe while they were at college – he became my dad.

It was only natural that the next generations would continue the CNR tradition. My cousin, and Jean's daughter, Carolyn Harnett Spitz SAS'64, was my Junior Sister when I began life at the College. Carolyn was the first granddaughter of an alum to

graduate. My niece Molly (Margaret Mary McMurray) is now at CNR, and we hope that she carries the family flag by becoming the first great-granddaughter of an alumna to graduate in 2013.

So, in a very real way, the College is my home. It seemed very natural to be there as a student. There were many professors who had such a profound influence on me that I remember them as fondly as family. The most influential was Mother Berenice Rice, OSU, who became my "Spiritual Mother" – our quaint name for those we now call mentors. She continued mentoring me long after graduation. And, of course, I formed lifelong friendships at the College. My warmest memories are of those long chats in the Caf and the walks between classes where we bonded during deep debates.

My favorite memory was the weekend we "retreated" at the College, and the day-students became boarders for a couple of days. If I had to do it all over again, I'd be a boarder!

I will always be indebted to the College for giving me a scholarship that enabled me to attend. CNR gave me an education far superior to that given at a public institution, and I had that proved to me so many times. My grades at CNR were nothing to brag about, despite lots of hard work. During my graduate work at three separate institutions of higher learning, I pulled straight A's with practically no effort! Did CNR expect more for a better grade? Had they prepared my mind for that higher learning? I suspect both. Whatever the answer, it is clear that my CNR degree opened doors and prepared me well for both my careers: first as a teacher, and later as a lawyer. I attribute my success,

especially as a lawyer, to the mind development from CNR. Now it's only fair that I share the fruits with the College.

Spiritually, the College has always been a place of commitment to the development of women as achievers, as leaders, as full participants in the business of life. Even in its formation years, when few women were able to attend college, and still in the '60s, when women's rights were beginning to be pushed to today's high levels, the College never acted as though our role was solely to be by someone's side. Instead, we were to be notable and successful in our own right; and we were to be women, not imitations of men. That was a difficult balance in the '60s, and it is especially amazing that a religious order managed to inculcate that.

Educationally, CNR has always had high standards for both admission and graduation. Its reputation for that enhances the resumes of its graduates, and its rigorous academic life prepares them to rise to the top of their chosen careers. I recall that when we were preparing for Senior Comps, we'd remark, "If we can survive this, we can survive anything!" Well, we were right!

Finally, I am awed and impressed by the ability of the College to continue its mission to women, and still be able to reach out to men and to non-traditional learners through the Graduate School, the School of New Resources, and the School of Nursing. The creation of the School of New Resources makes me especially proud, because it blew apart the image of Ivory Tower!

I love and respect CNR. What an honor it is for me to call myself a graduate of The College of New Rochelle.

## HERE ARE A FEW HIGHLIGHTS OF THE NUMEROUS

NETWORKING  
IN NYC

The past year have brought two opportunities for alumnae to network in New York City. Twenty alumnae were on hand for the CNR Women's Networking Breakfast in January, hosted by Kelley Allen SAS'98. Kelley gave a presentation on the "Future of Publishing," as she is the Director, eBook Acquisition at The eBook Store from Sony. Pictured at top left are Vice President for College Advancement Brenna Mayer, Patricia Wiley SAS'72, Kelley Allen SAS'98, and Betsy Donovan Nolan SAS'79.

Then in May, Jane Canner SAS'72, President of Classroom Inc., hosted a breakfast for 15 alumnae at Classroom's offices. Jane spoke about Classroom Inc., a non-profit that helps kids learn through real life computer-generated simulations, and Daria Doyle Sheehan SAS'73 discussed her role as Senior Program Officer for the Citigroup Foundation, as Citigroup is a major supporter of Classroom Inc. At bottom left, the group poses with Jane Canner (front row, far left).

DO YOU HAVE YOUR  
ALUMNAE/I ID?

As an alum of CNR, you can have access to all the services of Gill Library, the Mooney Center computer lab, and The Wellness Center (with membership), but first you need an Alumnae/i ID card. To learn more about the benefits available to alumnae/i, how to apply for an Alumnae/i ID and membership to the new Wellness Center, contact the Alumnae/i Relations Office at 1-800-950-1904 or visit [www.mycnr.com](http://www.mycnr.com).



## Creche Exhibit

For the second time, members of the Alumnae/i Association were treated to a guided tour of the Christmas Crèche exhibit led by Eileen Canty SAS'55 last December. The exhibit has become an annual tradition at the College.



## ALUMNAE/I EVENTS HELD THROUGHOUT THE YEAR.



*Barbara Dossey speaks with Donna Brook SN'07 & Jennifer Reich before the lecture.*

## Holistic Nursing Pioneer Speaks at CNR

Holistic nursing pioneer and noted author Barbara Dossey spoke on "Integral Nursing: Healing Body, Mind, Spirit" at the Third Annual Wellness Lecture and Panel Discussion in February 2009. The event was sponsored by the School of Nursing and the Office of Alumnae/i Relations. Following the lecture, there was a response panel of distinguished faculty members.

## Alumnae/i Relations Celebrates SNR Graduating Class of 2009



*Lynda Magrath SAS'76 discusses the career services available to alumnae/i after graduation with a student.*



*Diane Rodriguez, Emely Maldonado, & Frances Rodriguez of the DC-37 Campus*

**Save the Date!**  
**CNR Annual Golf, Tennis  
& Bridge Outing**

**Tuesday, October 5, 2010**  
**Wykagyl Country Club, New Rochelle**

For information, contact Linda  
Grande at (914) 654-5288 or  
[lgrande@cnr.edu](mailto:lgrande@cnr.edu).

On February 28, 2009, the Office of Alumnae/i Relations held a celebration for the School of New Resources Class of 2009. The new graduates had the opportunity to speak with representatives from the Annual Fund, Counseling & Career Services, College Relations, the College's Graduate School, and Government Relations. The special afternoon was topped off with a viewing of the exhibit "Person of the Forest" and an opportunity to meet artist Alina Bachmann SAS'09 in the Mooney Center Gallery.

# We Remember



Dr. Sue Wesselkamper



Sr. Pierre Drury, OSU



Sr. Kristen Wenzel, OSU



Dr. Beverlee Bruce



Dr. Daniel Bresnahan



Sr. Irene Kutsky, OSU

## Dr. Sue Wesselkamper

On January 3, 2009, Sue Wesselkamper passed away after a long battle with cancer. Dr. Wesselkamper came to CNR as a faculty member in the Social Work Department in 1983. She later served as Associate Dean and then Dean of the School of Arts & Sciences for eight years, leaving CNR in 1995 to become President of Chaminade University in Honolulu – becoming the first woman to preside over a university in Hawaii. While there, she increased enrollment from 600 to 2,800, doubled the faculty roster, and spearheaded a fundraising effort that brought in \$66 million for campus upgrades. In announcing her death to the CNR Community, President Stephen Sweeny recalled her as “a gifted teacher, generous colleague and friend, who consistently conveyed an optimism drawn from her deep faith.”

## Sr. Pierre Drury, OSU

Sr. Pierre Drury, who taught English at CNR in the 1960s, died on January 16, 2009. From 1963 to 1968, Sr. Pierre taught freshmen *Linguistic and Rhetorical Analysis* and sophomores *Major British Writers* and was an advisor to Props & Paint. Sr. Pierre went on to teach at the newly opened Schomburg Elementary School in Harlem until 1979 and later volunteered at the VA Hospital and as a tutor to children in Harlem.

## Sr. Kristen Wenzel, OSU

A graduate of the College's Class of 1961, Sr. Kristen Wenzel, who was a driving force behind the development of the College's Social Work Program, passed away on February 1, 2009. At various times during her nearly 20 years on the faculty of the School of Arts & Sciences, she served as Chair of the Social Sciences Division and of the Department of Sociology and Social Work, and as Director of the Women's Studies Program. A devoted teacher and mentor, engaged and enthusiastic adviser to student groups and activities, and generous colleague in school and institutional governance, she also was the College's Director of Institutional Research. After leaving the College in 1988, she served in a variety of administrative positions at Sacred Heart University in Connecticut, at the City University of New York Graduate Center, and at Fordham University.

## Dr. Beverlee Bruce

A social anthropologist, advocate on behalf of refugee women and children, and committed educator for service, Beverlee Bruce, former trustee and recipient of an honorary degree from the College in 2001, passed away on September 15, 2009. In her honorary degree citation, she was lauded for giving voice to the voiceless. “With the firm belief that women are the key to resolving issues as diverse as ethnic strife, poverty, and civil war, Dr. Bruce seeks out women in refugee camps, knowing that by changing their lives, the children will be saved and the families preserved.”

## Dr. Daniel Bresnahan

On February 14, 2009, Daniel Bresnahan, Associate Professor in the Graduate School, passed away after an extended illness. Dan came to CNR after a long career in education, during which he served as superintendent of schools, assistant superintendent, high school principal, and teacher of history and social sciences. During his nearly two decades at CNR, Dan shared his rich educational leadership experience with the emerging generation of new administrators in the schools and districts surrounding CNR and modeled the very educational leader he hoped our graduates would become.

## Sr. Irene Kutsky, OSU

Long-time art professor and talented artist Sr. Irene Kutsky, a graduate of the College's Class of 1942, died on February 19, 2009 after an extended illness. Sr. Irene taught in the Art Department from 1952 to 1957 and again from 1968 until 1990, specializing in jewelry making, enamel design, and ceramics. She held an MFA from The Catholic University of America and did extensive additional study in Florence, at RIT, and Alfred University. She also spent a year in Japan studying under a master raku ceramicist. Sr. Irene exhibited widely. While known for her skill and enthusiasm as a ceramicist, she was a versatile artist who influenced decades of students in her design, drawing, art history, and art education courses.





William Collins



Dr. Eugene Fontinell



Dr. Cade Jones III



Rev. Msgr. John J. Quinn



Sr. Mary Russo, OSU

## William Collins

A member of the College's Security Department for 35 years, William (Bill) Collins passed away on March 14, 2009, just weeks after illness forced him to retire. During his long tenure at CNR, students, faculty, staff, and visitors came to rely on his friendly, professional, conscientious efforts. Wrote CNR President Stephen Sweeny in announcing his passing, "For so many years, he graced the CNR Information Booth with his ready good humor and eagerness to assist all comers. He obviously loved his job but, moreso, the College and our people. He took pride in our Mission and in the part he played in it. He mirrored our values so effectively. It is not an exaggeration to say that Bill Collins was a very beloved figure on campus. A gentleman to his core, he contributed immensely to the quality of our life."

## Dr. Eugene Fontinell

Among a group of young philosophers hired at CNR in the 1950s and highly regarded by the students, Eugene Fontinell passed away on March 16, 2009. During a teaching career that spanned more than 40 years, he taught at CNR from 1954 to 1961. In a *Tatler* interview in 1956, he said he had selected philosophy as his undergraduate major because of its connection with religious questions with which he had been concerned. In 1958, he was elected President of what was then the Inter-Racial Council of New Rochelle. He later went on to publish two books in the field of philosophy of religion, *Toward a Reconstruction of Religion and Self, God, and Immortality*.

## Dr. Cade Jones III

A 1992 graduate of the College's School of New Resources, Cade Jones died on February 3, 2009. Cade joined the College in 1991 as Administrative Assistant at the New York Theological Seminary Campus of the School of New Resources. In 2003, he was promoted to a recruiter for the School of New Resources John Cardinal O'Connor Campus and later served his alma mater recruiting for the New Rochelle Campus. In the Summer 2005 issue of *Quarterly*, Cade was featured in the article "As Time Goes By," in which he described how 1980s Wall Street layoffs forced him to go back to school to earn his college degree when he was nearly 50 and how CNR provided that opportunity. During his years working at the College, he went on to earn a master's and doctoral degrees from New York Theological Seminary and became pastor of St. Luke's Church in Brooklyn.

## Rev. Msgr. John J. Quinn

Msgr. John Quinn, who passed away on September 24, 2009, came to CNR as a young, dynamic priest, very interested in liturgy. The Chaplain at CNR from 1947 to 1959, he taught the New Testament and was very involved with students and faculty. After leaving CNR, he taught at the University of Notre Dame, St. John's University, Collegeville, MN, and Mount St. Mary Seminary, Emmitsburg, MD. Msgr. Quinn, known for his vast collection of books and his love of teaching and learning, joined the faculty at St. Joseph's Seminary in Dunwoodie in 1988. He taught patristics and liturgy there until retiring nine years ago. He was the uncle of Pat Goonan Horgan SAS'69.

## Sr. Mary Russo, OSU

On October 24, 2009, Sr. Mary Russo passed away at the age of 94 after a brief illness. Sr. Mary's association with the College began in the 1930s when she attended CNR, graduating in 1935 with a degree in classics. In 1952, she returned to the College as a member of the Classics faculty and later served as academic dean from 1957 to 1964. Upon her "retirement" from teaching, Sr. Mary became the College's archivist, devoting herself to preserving the College's history until 2004. In his announcement to the College Community, President Stephen Sweeny said, "Always an enthusiastic partisan for things 'CNR,' she maintained a lively interest in the affairs of the College until her passing. Her voluminous correspondence to friends and students provided untold encouragement and affirmation. She espoused very high standards but never more than for herself. The College is so much stronger for her lifetime with us!"

*May They  
Rest in  
Peace*

# Have Your Cake and Eat It Too!

Give the gift that gives and gives...  
to CNR and to you!

A Charitable Gift Annuity is a way to make a generous gift to The College of New Rochelle, while also supplementing your income now or during retirement. You make a gift to CNR, and in return, CNR makes fixed payments to you for life.

You can calculate your annuity anonymously and without obligation with the Planned Giving Calculator!

- Go to the Planned Gifts section of CNR's website:  
[www.cnr.edu/AboutCNR/PlannedGifts](http://www.cnr.edu/AboutCNR/PlannedGifts)
- Click on the PG Calc Logo at the bottom of page
- Plug in gift amount and ages
- Choose one or two beneficiaries

See the income your gift will generate, and remember, your gift provides important support for future students of CNR.

Ask about the benefits of annuities for older parents and family members! You may get the tax benefits and they get the income...for life.

ONE BENEFICIARY		TWO BENEFICIARIES	
Annuity Payout	Age Rates	Annuity Payout	Age Rates
60	5.0%	60/65	4.8%
65	5.3%	65/65	4.9%
70	5.7%	65/70	5.0%
75	6.3%	70/75	5.3%
80	7.1%	75/75	5.6%
85	8.1%	75/80	5.8%
		80/85	6.5%

For more information, call Dr. Carole Weaver, Director of Gift Planning, (914) 654-5914 or e-mail her at [cweaver@cnr.edu](mailto:cweaver@cnr.edu).

